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ABSTRACT

This annotated bibliography includes 787 items of research or investigation in adult education, mostly dated from 1973-75. They cover information sources; philosophy, policies, general objectives; legislation; finance costs; studies and planning--state, regional, and national; history; adult education as a field of study; adult education research; dissemination; adult learning characteristics; high school equivalency tests and certificate; program planning and administration; learning environments; instructional methods; mass media; communications--instructional devices; personnel and staffing; evaluation; education of special groups; program areas: curriculum; continuing education in the professions; technical education; management, supervision; labor education; career education; occupational education--industrial training; liberal education; health, mental health; home, management, consumer education; family, parent education; arts, crafts, recreation-conservation education-outdoor education; cross cultural training; lifelong learning, recurrent education, education permanente; institutional sponsors; and international perspective. Author and subject indexes are included, along with information for ordering original documents or full text reproductions. (Author/WL)

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A national organization for individuals as well as institutions dedicated to the development of unity of purpose in the adult educational movement; the production of available knowledge about adult education for the membership; the continuous effort to alert the nation's key leaders and the general public to the need for continuing education; the establishment of a home base for those who make adult education their chosen life's work.

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ABSTRACT

An annotated bibliography including 787 items of research or investigation in adult education, mostly dated from 1973 - 1975. They cover information sources; philosophy, policies, general objectives; legislation; finance costs; studies and planning, state, regional and national; history; adult education as a field of study; adult education research; dissemination; adult learning characteristics; high school equivalency tests & certificate; program planning and administration; learning environments; instructional methods; mass media; communications - instructional devices; personnel and staffing; evaluation; education of special groups; program areas: curriculum; continuing education in the professions; technical education; management, supervision; labor education; career education; occupational education - industrial training; liberal education; health, mental health; home, management, consumer education; family, parent education; arts, crafts, recreation - conservation education - outdoor education; cross cultural training; lifelong learning, recurrent education, education permanente; institutional sponsors; and international perspective. Included is an author index. In addition, there is an order blank for the ERIC Document Reproduction Service.

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INTRODUCTION

This publication, Research and Investigation in Adult Education, has been made available through the joint efforts of the Adult Education Association of the U.S.A. and the ERIC Clearinghouse in Career Education. The volume, which encompasses three years of research and data-gathering investigations in adult education, follows earlier annual reviews. From 1955 to 1967, each Summer issue of Adult Education carried the review. From 1968 to 1972, the research appeared in a separate publication issued yearly by the Adult Education Association of the U.S.A. in co-operation with the former ERIC Clearinghouse on Adult Education. Future plans call for this volume to appear every two years.

This volume contains 787 entries. The policy of virtually eliminating doctoral dissertations, which was initiated in the 1972 Annual Register, has been continued. The decision was intended to keep the volume manageable in size and reasonable in cost. In any event, not all of those dissertations appear in the ERIC data base.

The entries are classified by a set of categories used for sorting documents in the former ERIC Clearinghouse on Adult Education by Roger DeCrow and Stanley Grabowski, editors of the previous volumes. Each category, which appears as a Section, is identified by a four-digit number. Each entry is numbered in a sequence. Cross-references are made to other closely related Sections scattered throughout the volume.

All the documents in this volume have been reported in the two monthly catalogs of the ERIC system, Resources in Education and Current Index to Journals in Education. These offer the best means of keeping up to date with the research and development literature in all areas of education. The catalogs may be obtained by writing to the following addresses:

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Macmillan Information
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Publications in Continuing Education
224 Huntington Hall
150 Marshall Street
Syracuse, New York 10310

May 1976

John A. Niemi
Associate Director
ERIC Clearinghouse in Career Education

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0000 INFORMATION SOURCES

0005 Introductions, Texts, Handbooks

- 1 ADULT EDUCATION TRAINING HANDBOOK FOR CULTURAL AWARENESS. Office of Education (DHEW), Washington, DC. Occupational and Adult Education Branch. May, 1975. 106 p. (ED 110 628), EDRS price, MF \$.76, HC \$5.70.

The handbook provides a framework for planning and conducting a cultural awareness training program for adult education personnel. There is consideration of the problems of: training goals and objectives; design of the instructional program; determination of physical requirements; coordination with administration, personnel, and budget; preparation, coordination, and approval of a training memorandum; and planning, supervision, evaluation, and follow-up of the training effort. There is a detailed outline of a three-day program in cultural awareness; the outline includes short lectures and audiovisual materials that deal with the topics: cultural awareness in America, stereotyping, implications of culture for adult education, culture conflict and curriculum, spaces between people, cross-cultural communication, and getting in touch with feelings. The outline also includes instructional suggestions, lists of materials needed, and recommended readings. Approximately two-thirds of the handbook is devoted to the following appendixes: suggested material for a training notebook, suggested material to be distributed at an adult educators' workshop, an annotated bibliography of both printed and audiovisual materials related to cultural awareness, and a guide to the effective use of audiovisual materials.

- 2 A CONSULTANT'S ACTION RESEARCH HANDBOOK FOR ADULT EDUCATORS. Linder, Steven; Gordon, Rhonda E. 1974. 38 p. (ED 105 124), EDRS price, MF \$.76, HC \$1.95.

The authors define action or "on the job" research as a type of applied research undertaken by practitioners in order to solve practical problems and improve operations in the educational or institutional setting. Advantages and disadvantages of using action research are presented and procedures for conducting it outlined. Two tables list differences in purpose, structure, and reporting methods between action and traditional research. A method for viewing the roles of research team members, the "Jo-Mary Window", is adapted from Joseph Luft's research in group dynamics. Principles for setting up a research project and evaluating its data are included, along with a general list of sources in action research for adult education. Action research methodology emphasizes basic principles in writing, distributing, and evaluating questionnaires. Three appendixes give examples of good and bad questionnaires and examples of action research reports.

- 3 HOW ADULTS LEARN. Kidd, J. R. Association Press, 291 Broadway, New York, NY, 10007 (\$14.95). 1973. 318 p. (ED 094 174).

The book's emphasis is on learning during the years of adulthood and examines present-day practice of adult education for practitioners. This revised edition brings up to date advances in such areas of learning as controversial theory; the effects of environment; sensory acuity, sensation and sensory processes; intellectual capacities; motivation and attitude; transactional

analysis, conditioning (behaviorism); training programs; group development; emotional climate; curriculum; the teacher as learner; and responsibility of the teacher. Although not designed as a textbook, it has been used as a textbook around the world in many translations.

- 4 YOU CAN BE A SUCCESSFUL TEACHER OF ADULTS. Langerman, Philip D., Ed. National Association for Public Continuing and Adult Education, Washington, DC. 1974. 186 p. (ED 102 391).

The book, written by teachers, presents helpful information for the adult educator by describing ideas that have been conceptualized as a result of many years of experience in adult education. Charles E. Kozoll asks the teacher to examine his own personal and professional capabilities and then proceed to examine the typical adult student's fears, motivations, and expectations. "The Adult as Learner: Physiological, Psychological, and Sociological Characteristics" is the subject of concern in the chapter by Richard A. Etheridge. Gordon B. Wasinger explores what constitutes the learning environment, while Benjamin F. Bryant discusses how to diagnose student needs and how to establish objectives with adult students. John M. Peters stresses the importance of developing a curriculum that meets student needs. Guidelines for selecting appropriate instructional materials are presented by Jane B. Sellen. How to teach adults, an aspect considered by Robert A. Fellenz, emphasizes the learning experience. The use of audio-visual materials is presented by M. Lamar Gailey and Harlan E. Mann. Ann P. Hayes and William C. Osborn propose ways to evaluate student progress. Finally, some tips on teaching are presented by Lillian K. Beam in fictionalized case studies illustrating various teaching techniques.

0010 General Bibliographies

- 5 DIRECTORY OF RESOURCES IN ADULT EDUCATION. Grabowski, Stanley M., Comp.; Glenn, Ann C., Comp. Northern Illinois University, DeKalb, IL. ERIC Clearinghouse in Career Education. Sep 1974. 137 p. (ED 097 413), EDRS price, MF \$.76, HC \$6.97.

With the emergence of adult education as a separate and distinct area of professionalism, there has been recognized a need for some kind of publication to guide the uninitiated to the sources of information that they need. The directory was developed with this objective in mind. The document consists of seven sections of adult education information sources: (1) national adult education associations--containing a brief description of the intent and services of each organization; (2) adult education periodicals--outlining the scope of each periodical; (3) information systems--listing the locations of the Educational Resources Information Center (ERIC) microfiche collections, the sixteen ERIC Clearinghouses, and other information systems, with a brief outline of their scope; (4) information search services--listing computer search services using the ERIC data base; (5) other resources--a list of individuals and agencies that may be of assistance in information gathering; (6) graduate programs in adult education--sources of information and relevant documents are cited; and (7) adult education documents--several adult education "classics" are noted together with a list of adult education publications.

- 6 INTERNATIONAL BUREAU OF EDUCATION: AN INTERNATIONAL INFORMATION SYSTEM IN ADULT EDUCATION. In Convergence, Vol. 5, No. 3. 1972. pp. 86-94.

Paper presents an analysis of information exchange in the world and the development of systems designed to facilitate storage and retrieval of information. It also deals with all aspects of exchanging experience in adult education.

- 7 THE REARRANGED WORKWEEK OF FOUR DAYS, FORTY HOURS WITH A TREATMENT OF MILITARY APPLICATIONS. Foster, William J. Air Force Institute of Technology, Wright-Patterson AFB, Ohio. School of Engineering. Sep. 1972. 132 p. (AD-754 157), NTIS price, MF \$.95, HC \$3.00.

The primary purpose of the study was to develop a military reference on the rearranged workweek, especially the four-day, forty-hour arrangement. In the research an extensive review of pertinent literature was accomplished to provide the necessary background to properly evaluate the military four-day, forty-hour workweek experience at McGuire Air Force Base, New Jersey. The test program included five percent of the 438th Military Airlift Wing personnel. Civilians were personally excluded from participating in the test program because of federal overtime laws, although some civil service managers supervised participating military personnel. Interviews were conducted with managerial personnel involved in the limited test program, which lasted from July to November, 1971.

See also: 8000 Armed Forces

- 8 STATUS OF WOMEN IN HIGHER EDUCATION: 1963-1972. A SELECTIVE BIBLIOGRAPHY. SERIES IN BIBLIOGRAPHY NO. 2. Harmon, Linda A., Comp. Iowa State University of Science and Technology, Ames, IA. Library. Photoduplication Center, Ames, IA 50010 (\$3.50). (ED 070 384), EDRS price, MF \$.76, HC \$6.97.

This selective annotated bibliography surveys the literature concerning women and their status in higher education. Women in higher education in this bibliography refers to women faculty and staff members, administrators, librarians, and students, excluding only those women in non-academic positions. The major groups of literature cited in the bibliography include: books, periodical articles, ERIC documents, government publications, dissertations, and ephemera.

See also: 4655 Education of Women

0015 Major Subject Bibliographies

- 9 ADULT EDUCATION STAFF DEVELOPMENT BIBLIOGRAPHY: USOE REGION III. Maryland University, College Park, MD. Conferences and Institutes Division. June, 1973. 178 p. (ED 109 494), EDRS price, MF \$.76, HC \$9.51.

The bibliography has been prepared to assist in the development of libraries

in State departments of education and in institutions of higher education with new programs in adult education. The books, journals, and articles cited were obtained from the reading lists of courses in adult education conducted by more than 150 members of the Commission of Professors of Adult Education. The bibliography is a catalogue of those works in the field considered by these trainers to be basic to an understanding of the knowledge and breadth of the field. It is not intended to be an exhaustive listing of all relevant literature. The list is alphabetically arranged by author, and includes author, title, date, publisher, and (occasionally) price. Appended are a five-page list of voluntary associations with adult education concerns and a five-page list of selected adult education journals.

- 10 AN ANNOTATED BIBLIOGRAPHY OF BASIC DOCUMENTS RELATED TO HEALTH MANPOWER PROGRAMS. Health Resources Administration (DHEW/PHE), Rockville, MD. Bureau of Health Resources Development. Division of Comprehensive Health Planning. Sep. 1974. 78 p. (ED 105 122), EDRS price, MF \$.76, HC \$4.43.

The bibliography includes documents and studies considered by the compilers to be landmarks in the sense that they appear to have influenced the health manpower legislation or policy of the Federal government. The emphasis is on the 1956 to 1974 period. Five sections, arranged chronologically, list: significant legislation, 1956 to August 1973; Presidential statements, from Truman to Nixon; other statements, mostly by secretaries and assistant secretaries of the Department of Health, Education and Welfare, from 1953 to 1973; significant reports issued by the Federal government, from 1948 to 1973; and other reports, from 1910 (The "Flexner Report") to 1974. An appendix lists bibliographies on health manpower which include references to "other-than-landmark" works in the field. Authors' names are indexed.

- 11 BIBLIOGRAPHY OF BASIC TEXTBOOKS ON INFORMATION SCIENCE. Belzer, Jack, Comp. Science Associates/International, Inc., 23 East 26th St., New York, NY (\$7.50). Dec. 1972. 12 p. (ED 075 051), EDRS price, MF \$.76, HC not available from EDRS.

Textbooks currently in use in courses on information science are listed in this bibliography under the following headings: information storage and retrieval, information systems, information theory, behavioral sciences, and basic books. Some of the entries in each category contain evaluative annotations by the author, while others have only the full bibliographic citation.

- 12 BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS BY YEAR COMPLETED: 1967-1974. North Carolina State University, Raleigh, NC. Department of Adult and Community College Education. 1974. 16 p. (ED 107 909), EDRS price, MF \$.76, HC \$1.58.

The bibliography cites approximately 150 dissertations completed in the Department of Adult and Community College Education at North Carolina State University. Entries are arranged alphabetically by author under the year of completion, 1967-1974, and cite author, title, and names of dissertation advisors. In general, the dissertations deal with students, personnel, and

programs in these areas: extension education, postsecondary education, adult basic education, and vocational education.

See also: 0950 ADULT EDUCATION RESEARCH

- 13 BIBLIOGRAPHY OF PUBLICATIONS AND PRESENTATIONS DURING FY 1972. Human Resources Research Organization, Alexandria, VA. Oct 1972. 35 p. (ED 072 317), EDRS price, MF \$.76, HC \$1.95.

This bibliography provides information about publications and presentations by the Human Resources Research Organization during FY 1972. Research reports as well as publications by staff members in professional journals and presentations at professional and military meetings are included. Abstracts are provided for most items. Items are listed under the following code names: work units and research projects; basic research studies; technical advisory service; and general. Those items that have AD, PB, or ED numbers are so indicated. Appendixes list FY 72 technical reports and professional papers by number, an author index, and a sponsor index.

See also: 8000 Armed Forces

- 14 THE COMMUNITY SCHOOL: A WORKING BIBLIOGRAPHY. Thornton, James E., Comp; Gubbels, Joseph, Comp. Pacific Association for Continuing Education. 23 p. (ED 109 465), EDRS price, MF \$.76, HC \$1.58.

The bibliography on community schools contains 169 entries arranged alphabetically by author or source according to type of publication: books and special reports (90 entries), journal articles and conference proceedings (52 entries), dissertations and theses (24 entries), and annotated bibliographies (three entries). Scattered entries were published prior to 1950, the earliest in 1902; the great majority are from the 1960s and '70s.

See also: 2216 Community Education and Development

- 15 COMPETENCY BASED EDUCATION. AN ANNOTATED BIBLIOGRAPHY. West Virginia State Department of Education, Charleston, WV. Bureau of Vocational, Technical, and Adult Education. 1974. 52 p. (ED 112 244), EDRS price, MF \$.76, HC \$3.32.

Materials included in the bibliography were collected during 1974 for the Education Professions Development Act project, "Familiarizing Teachers With New Curriculum Materials". Objectives of this project were to train vocational teachers in competency-based curricular models. The indexed materials listed in the bibliography are grouped as follows: agricultural education (20 entries), allied health occupations education (25 entries), business and office education (31 entries), home economics education (16 entries), and trade, industrial, and technical education (52 entries). Each entry notes the availability and cost of the item. A 12-item list of general materials concludes the document.

See Also: 6150 TECHNICAL EDUCATION

- 16 CONTINUING ADULT EDUCATION: AN ANNOTATED BIBLIOGRAPHY. Milne, Terry L. 1974. 117 p. (ED 109 393), EDRS price, MF \$3.76, HC \$5.70.

The annotated bibliography describes in detailed outline form 75 books, articles, papers, and reports dealing with the following areas of continuing adult education: history and philosophy; setting, needs, and purposes; program development and methods; institutions and organizations; community colleges; cooperative extension; higher education programs; community service; adult basic education; the adult learner; minority group education; the elderly; international programs; family life education; leadership and staff development; and the future. Each abstract reviews the content in depth. All of the items were published since 1970 with a few exceptions published during the 1960s.

- 17 CONTINUING EDUCATION IN DENTISTRY: A REVIEW OF NORTH AMERICAN LITERATURE 1960-1970. Nakamoto, June; Verner, Coolie. British Columbia University, Vancouver. Division of Continuing Education in the Health Sciences. 1972. 67 p. (ED 109 470), EDRS price, MF \$.76, HC \$3.32.

The literature review of continuing education in dentistry surveys 92 journal articles, books, conference reports and proceedings, and other publications published between 1960 and 1970. The review is divided into the following sections: prologue, which surveys the health professions, and new directions and limitations within them; the profession and continuing education, which examines dentist composition and distribution and concern for continuing education; participation in continuing education, which discusses characteristics of participants and their reasons for attending or not; program organization and administration, which examines sponsors of programs, program administration, some sample programs, and recurring issues and trends; summary, which synthesizes the literature on dentistry; and epilogue, which summarizes participation, programs, and research for the four health professions of nursing, medicine, pharmacy, and dentistry; and references.

See also: 5850 Medicine and Health

- 18 CONTINUING EDUCATION IN MEDICINE: A REVIEW OF NORTH AMERICAN LITERATURE 1960-1970. Nakamoto, June; Verner, Coolie. British Columbia University, Vancouver. Division of Continuing Education in the Health Sciences. 1972. 182 p. (ED 109 468), EDRS price, MF \$.76, HC \$9.51.

The literature review of continuing education in medicine surveys 282 journal articles, books, conference reports and proceedings, and other publications published between 1970 and 1970. The review is divided into the following sections; prologue, which surveys the health professions, and new directions and limitations within them; the profession and continuing education, which examines physician composition and distribution and concern for continuing education; participation in continuing education, which discusses characteristics of participants and their opinions and preferences; program organization and administration, which examines sponsors of programs, program administration, some sample programs, and recurring issues and trends; summary, which synthesizes the literature on physicians; and epilogue, which summarizes

participation, programs, and research for the four health professions of nursing, medicine, pharmacy, and dentistry; and references. Two additional sections are included: instructional processes, which discusses small group and large group patterns of instruction, mass media, supporting devices, and organization for instructional technology; and evaluation, which covers subjective and objective assessment, and problems of evaluation.

See also: 5850 Medicine and Health

- 19 CONTINUING EDUCATION IN NURSING: A REVIEW OF NORTH AMERICAN LITERATURE 1960-1970. Nakamoto, June; Verner, Coolie. British Columbia University, Vancouver. Division of Continuing Education in the Health Sciences. 1972. 97 p. (ED 109 467), EDRS price, MF \$.75, HC \$4.43.

The literature review of continuing education in nursing surveys 123 journal articles, books, conference reports and proceedings, and other publications published between 1960 and 1970. The review is divided into the following sections: prologue, which surveys the health professions, and new directions and limitations within them; the profession and continuing education, which examines nurse composition and distribution and concern for continuing education; participation in continuing education, which discusses characteristics of participants and their reasons for participation or not; program organization and administration, which examines sponsors of programs, program administration, some sample programs, and recurring issues and trends; summary, which synthesizes the literature on nursing; and epilogue, which summarizes participation, programs, and research for the four health professions of nursing, medicine, pharmacy, and dentistry; and references.

See also: 5850 Medicine and Health

- 20 CONTINUING EDUCATION IN PHARMACY: A REVIEW OF NORTH AMERICAN LITERATURE 1960-1970. Nakamoto, June; Verner, Coolie. British Columbia University, Vancouver. Division of Continuing Education in the Health Sciences. 1972. 54 p. (ED 109 469), EDRS price, MF \$.76, HC \$3.32.

The literature review of continuing education in pharmacy surveys 39 journal articles, books, conference reports and proceedings, and other publications published between 1960 and 1970. The review is divided into the following sections: prologue, which surveys the health professions, and new directions and limitations within them; the profession and continuing education, which examines pharmacist composition and distribution and concern for continuing education; participation in continuing education, which discusses characteristics of participants and their participants' reasons for attending or not; program organization and administration, which examines sponsors of programs, program administration, some sample programs, and recurring issues and trends; summary, which synthesizes the literature on pharmacists; and epilogue, which summarizes participation, programs, and research for the four health professions of nursing, medicine, pharmacy, and dentistry; and references.

See Also: 5850 Medicine and Health

- 21 CORE BIBLIOGRAPHY ON TECHNOLOGY AND SOCIAL CHANGE IN FOREIGN CULTURES. Armstrong, M.A. Iowa State University of Science and Technology, Ames, IA. Engineering Research Institute. Apr. 1973. 143 p. (ED 112 174), EDRS price, MF \$.76, HC \$6.97.

The annotated bibliography represents the core holdings in the area of technology and social change in foreign countries at the Iowa State University Library. The first part of the bibliography (115 pages) contains several hundred individual entries, mostly of books, but including government and United Nations documents, published since 1950, which are grouped under headings arranged alphabetically by subject and by country/geographical area, and which are cross-referenced to other appropriate headings. Part two (four pages) annotates 16 topically relevant recent additions to the Library's collection. Part three (12 pages), a supplemental bibliography, cites about 85 books, reports, and U.S. government documents dealing with various aspects of technology assessment. Part four (two pages) annotates 23 relevant journals. The Iowa State University Library call number of each entry, where appropriate, is provided.

See also: 9020 International, Comparative Studies

- 22 CURRICULUM, DEMONSTRATION AND INSTALLATION STUDIES: INFORMATION SOURCES. Magisos, Joel H.; Schroeder, Paul E. Ohio State University, Columbus, OH. Center for Vocational Education. Oct. 1974. 22 p. (ED 106 518), EDRS price, MF \$.76, HC \$1.58.

The annotated bibliography provides abstracts of 18 research reports, bibliographies, and guides and of one journal article, all published since 1966, dealing with curricula and studies of research, development, diffusion, and evaluation of vocational education projects. The cited listings were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocation and Technical Education (AIM/ARM), and Current Index to Journals in Education (CIJE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, eight projects for FY, 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given.

- 23 DIRECTORY OF VOCATIONAL INFORMATION RESOURCES IN THE UNITED STATES. Schreiber, Marilyn, Comp. Northern Illinois University, DeKalb, IL. ERIC Clearinghouse in Career Education. Jul. 1975. 148 p. (ED 113 610), EDRS price, MF \$.76, HC \$6.97. Also available from ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, IL 60115 (\$4.00 including postage; \$5.00 foreign).

The directory surveys sources of vocational information in each of the 50 United States and the District of Columbia, Guam, Puerto Rico, Saipan, and the Virgin Islands. For each of these, the directory provides the following

Information: the name, address, and phone number of the State Research Coordinating Unit Director; similar information for other persons in similar capacities; the address of the regional office of the Bureau of Occupational and Adult Education, and of the regional offices of the National Network for Curriculum Coordination in Vocational-Technical Education; the addresses of ERIC microfiche collections within each State, arranged alphabetically by city; and information regarding computer searching, including the location of computer search facilities, the name and phone number of the person to contact at each facility, and the type of service offered at each facility (availability, cost, kind of search performed).

See also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

- 24 THE ECONOMIC ASPECTS OF NON-FORMAL EDUCATION: A SELECTED ANNOTATED BIBLIOGRAPHY. PROGRAM OF STUDIES IN NON-FORMAL EDUCATION, SUPPLEMENTARY SERIES. PAPER NUMBER 3. Mannan, M. A. Michigan State University, East Lansing, MI. Institute for International Studies in Education. 1975. 90 p. (ED 110 709), EDRS price, MF \$.76, HC \$4.43.

The 303 items in the annotated bibliography are arrayed under four headings: (1) general literature--economic issues, (2) general literature--non-formal education, (3) economics of non-formal education (including cost-benefit analysis, investment and return in human capital, and economics of on-the-job training and retraining), and (4) planning and development. The author states that much of the literature is scanty, not sharply focused, and bears upon non-formal education only indirectly or by inference; many of the entries deal with the larger topic of the economics of education, but by inference or accident have some particular relevance to non-formal education.

- 25 EDUCATING FOR THE INTEGRATION OF OCCUPATIONAL CLUSTERS INTO CAREERS. Cook, Joyce; And Others. Northern Illinois University, DeKalb, IL. ERIC Clearinghouse in Career Education. 1975. 113 p. (ED 113 436), EDRS price, MF \$.76, HC \$5.70. Also available from ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, IL 60115 (\$4.50 including postage; \$5.50 foreign).

The literature review focuses on the nation's current readiness to incorporate the 15 USOE occupational clusters into the nation's evolving career education. This readiness first simplifies job complexity by grouping a multitude of jobs into occupational awareness, career orientation and exploration, and career selection and preparation. But knowledge of career development is needed to make career education work. So is a vision of education as a continuing arrangement or means by which individuals challenge their environment to make them speak back to them honestly. Systems knowledge is required. Management by objectives becomes an acutely needed technique. Titles cited in the review (the documents are contained in the ERIC or AIM/ARM collections) indicate the considerable span of career education. The program must be organized and administered in the school as a whole because the subject must be taught in elementary, middle, and high school and in postsecondary education as well. Occupational clusters must be introduced into the curriculum at all levels and reflected in the functions of career guidance, placement, and follow-up at various times. Some products of the cluster development

efforts have been entered into the ERIC system and are identified and briefly described; projects developing material are described in the appendix.

See Also: 6400 Career Education

- 26 EDUCATIONAL PERSONNEL FOR THE DISADVANTAGED, HANDICAPPED, AND MINORITIES: INFORMATION SOURCES. Magisos, Joel H.; Schroeder, Paul E. Ohio State University, Columbus, OH. Center for Vocational Education. Oct. 1974. 30 p. (ED 106 521), EDRS price, MF \$.76, HC \$1.95.

The annotated bibliography provides abstracts of 31 research reports, bibliographies, program reviews, taxonomies, and seminar proceedings, and of 16 journal articles, all published since 1963, dealing with educational personnel serving the vocational education needs of the educationally disadvantaged, the handicapped, and minorities. The cited listings were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CIJE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, three projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given.

See Also: 6150 TECHNICAL EDUCATION

- 27 GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW THROUGH SYSTEMS: INFORMATION SOURCES. Magisos, Joel H.; Schroeder, Paul E. Ohio State University, Columbus, OH. Center for Vocational Education. Oct. 1974. 28 p. (ED 106 522), EDRS price, MF \$.76, HC \$1.95.

The annotated bibliography provides abstracts of 30 research and conference reports and program proposals, and of eight journal articles, all published since 1966, on guidance, counseling, placement, and follow up in vocational education. The citations listed were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CIJE), and available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, 12 projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given.

See Also: 1750 Counseling, Guidance
6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

- 28 INNOVATIONS INVENTORY IN ADULT EDUCATION. Columbia University, New York, NY. Teachers College. May, 1974. 77 p. (ED 099 669), EDRS price, MF \$.76,

HC \$4.43. Also available from Robert E. Marshall, Education Program Specialist, Division of Adult Education, Room 5076, ROB #3 Building, 7th and D Streets, S.W., Washington, DC 20202.

The document is a preliminary inventory of innovations, practices, and products compiled from reports submitted to the Division of Adult Education, U.S. Office of Education. Concise descriptions of innovations are arranged in five categories: delivery systems, instruction, English as a Second Language (ESL), staff development, and other. The categories are divided into two classifications: product available, and product unavailable. Each entry provides the name and address of the innovator, a statement of the nature of the innovation, a brief description of the innovation, its stage of development, the nature of the product and its availability.

- 29 LITERACY DOCUMENTATION: AN INTERNATIONAL BULLETIN FOR LIBRARIES AND INFORMATION CENTRES. VOL. IV, NO. 1. International Institute for Adult Literacy Methods, Teheran, Iran. 1975. 96 p. (ED 110 704), EDRS price, MF \$.76, HC \$4.43.

The document presents seven abstracts and lists 76 other first-trimester, 1975, acquisitions of the Documentation Center of the International Institute for Adult Literacy Methods, established in Teheran by UNESCO in 1973, offering solutions to the shortage of reading materials in developing countries; (2) the interim findings of a UNESCO study on school curriculum, structures, and teacher education in the perspective of lifelong education, published in 1973; (3) a 1973 report describing two projects supported by the World Bank (farmer education in Tanzania and instructional T.V. in the Ivory Coast); (4) An Educator's Guide to Communication Satellite Technology, from the Washington, DC, Academy for Educational Development, 1973; (5) Instructional Television and the Educational Reform of El Salvador, from the same source, also 1973; (6) Education in a Rural Environment, a 1974 UNESCO report; and (7) Educational Innovation in Singapore, a report published by UNESCO Press in 1974. The list of acquisitions offers document titles covering a wide range of topics related to educational development; some postings are in French or Spanish. The titles are indexed by author, geographical location, meeting and corporate body, subject term, and title.

See Also: 5280 Literacy Training - Foreign

- 30 LOCAL ADMINISTRATION OF VOCATIONAL EDUCATION: INFORMATION SOURCES. Magisos, Joel H.; Schroeder, Paul E. Ohio State University, Columbus, OH. Center for Vocational Education. Oct. 1974. 29 p. (ED 106 520), EDRS price, MF \$.76, HC \$1.95.

The annotated bibliography provides abstracts of 36 research reports, bibliographies, seminar proceedings, and collections of abstracts, and of six journal articles, all published since 1965, dealing with the various aspects of vocational education administration at the local level. The citations listed were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CIJE), and are available in microfiche or paper copy from the

ERIC Document Reproduction Service (EDRS). In addition, three projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

- 31 MANPOWER RESEARCH AND DEVELOPMENT FOR COUNSELORS. R AND D BIBLIOGRAPHY NO. 1. Manpower Administration (DOL), Washington, DC. Office of Research and Development. 1972. 13 p. (ED 101 182), EDRS price MF \$.76, HC \$1.58.

The 10-page bibliography is a selective list of reports completed under contracts and grants from the Manpower Administration, Office of Research and Development. The reports are based on comprehensive and innovative research and development projects and are listed under the following headings: (1) use and training of paraprofessionals, (2) counseling theory and techniques; (3) corrections and social rehabilitation; (4) employability, training and career development, (5) labor supply and demand, and (6) miscellaneous publications. The listings are by program title and include a brief description of each project.

See also: 1750 Counseling, Guidance

- 32 THE OPEN UNIVERSITY, THE EXTERNAL DEGREE AND NON-TRADITIONAL STUDY. A SELECTED ANNOTATED BIBLIOGRAPHY. Fletcher, Marjorie Amos, Comp. American College of Life Underwriters, Bryn Mawr, PA. Feb 1972. 18 p. (ED 066 107), EDRS price, MF \$.76, HC \$1.58.

The present documents offers a 78-item annotated bibliography on the topic of nontraditional studies and special degree programs. The bibliography grew out of an interest in published materials on various ways of meeting the special learning needs of adults. Materials included are essays, speeches, magazine articles, and reports of persons who have extensively researched the field of special degree programs.

See Also: 5650 Non-traditional study
7510 Colleges, Universities
5600 Special Degree Programs

- 33 POSTSECONDARY CONTINUING EDUCATION: AN ANNOTATED SELECTED BIBLIOGRAPHY. Darkenwald, Gordon G. Columbia University, New York, NY. Center for Adult Education. 1974. 12 p. (ED 099 585), EDRS price, MF \$.76, HC \$1.58.

This annotated selected bibliography is confined to continuing education sponsored by colleges and universities, professional associations, and business and industry. Items were selected for inclusion on the basis of subjective assessment of quality, interest, relevance, contemporaneity, and availability. The bibliography is organized into 10 sections as follows:

(1) historical and institutional backgrounds; (2) the policy dimension; (3) university extension; (4) adult degree programs; (5) the external degree; (6) the community college context; (7) continuing education in business and industry; (8) continuing professional education; (9) continuing education for women; and (10) bibliographies.

- 34 STATE ADMINISTRATION OF VOCATIONAL EDUCATION: INFORMATION SOURCES. Magisos, Joel H.; Schroeder, Paul E. Ohio State University, Columbus, OH. Center for Vocational Education. Oct. 1974. 36 p. (ED 106 519), EDRS price, MF \$.76, HC \$1.95.

The annotated bibliography provides abstracts of 43 research reports, guides, handbooks, descriptions of pilot programs, conference and seminar proceedings, and monographs, and of 12 journal articles, all published since 1967, dealing with the various aspects of vocational education administration at the State level. The cited listings were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CIJE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, seven projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given.

See also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

- 35 SUPPLEMENTARY BIBLIOGRAPHY OF LITERATURE PERTINENT TO ADULT BASIC EDUCATION STAFF DEVELOPMENT. Zinn, Lorraine M., Ed. Missouri University, Kansas City, MO. Center for Resource Development in Adult Education. Apr. 1974. 12 p. (ED 095 275), EDRS price, MF \$.76, HC \$1.58.

An update of the annotated bibliographic listings presented in an earlier document, Review of Literature, the bibliography lists literature, reports, and resources brought to the attention of the Center for Resource Development in Adult Education since June 1972. It offers 122 bibliographic listings directed to the needs of adult educators and teacher trainers. All references are made in standard bibliographic format and, unless otherwise indicated, are available from ERIC Document Reproduction Service. Excluded from the listing are commercially published books and dissertation abstracts. Some periodical articles have been included to facilitate locating them.

- 36 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: A SELECTED BIBLIOGRAPHY. Brilliant, Nancy, Ed. New Jersey Teaching English to Speakers of Other Languages Program. (No location given). Feb. 1971. 15 p. (ED 106 480), EDRS price, MF \$.76, HC \$1.58.

The bibliography, containing nearly 200 entries, begins with a listing of background materials grouped under the headings: (1) linguistics (general, contrastive studies, and English language), (2) reference books for teacher

and student, (3) language learning--theory and practice, (4) testing, (5) bibliographies, and (6) periodicals. An occasional entry lacks complete bibliographic data. An additional page contains names and addresses of agencies, organizations, and publishers. A second section lists and annotates briefly adult and secondary level materials for classroom use: multi-skill texts for beginner to intermediate levels, multi-skill and structure texts for intermediate to advanced levels, readers for intermediate to advanced levels, composition texts for intermediate to advanced levels, pronunciation texts for all levels, and general texts for elementary and secondary levels.

See Also: 5290 English 2nd language

- 37 VOCATIONAL EDUCATION: SECONDARY AND POST-SECONDARY: 1967-1972; AN ANNOTATED BIBLIOGRAPHY. Songe, Alice H. National Advisory Council on Vocational Education, Washington, DC. Sep. 1972. 59 p. (ED 112 124), EDRS price MF \$.76, HC \$3.32.

The document is a supplement to "Vocational Education; an Annotated Bibliography of Selected References, 1917-1966 (Below College.)" It provides a list of materials which emphasize the evaluation of vocational education programs in secondary and postsecondary vocational education, trends in management and cost effectiveness, history of legislation, suggestions for improvement of existing programs, and plans for future ones. Titles are arranged alphabetically by author under the categories: books and monographs, periodical articles, and unpublished doctoral dissertations. A subject index provides access to the entries.

- 38 WOMEN AT WORK: AN ANNOTATED BIBLIOGRAPHY. Bickner, Mei Liang. California University, Los Angeles, CA. Manpower Research Center. Mar. 1974. 437 p. (ED 095 398), EDRS price, MF \$.76, HC \$22.21.

Several guidelines and circumstances determine the selection of materials for inclusion in the annotated bibliography: (1) only publications concerned specifically with working women not women in general, (2) publications of interest to teachers, researchers, and serious students, rather than entries of general interest to the casual reader, (3) no unpublished dissertations, no publications dated before 1960, and no international studies unless deemed of major significance, (4) a determination to include publications dealing with non-professional and minority group women, legal developments, and women related to the labor movement, and (5) a general bias in viewing the issue of working women from an economic and sociological perspective rather than from a political or psychological frame of reference. Cross-indexed by author, title, and key word, the publications are arranged according to category index numbers as follows: (1) general, (2) historical development, (3) education and training, (4) working women, (5) occupations, (6) special groups of women, (7) public policy, and (8) bibliographies.

0020 Periodicals

- 39 ADULT EDUCATION PERIODICALS; A LIST OF ADDRESSES. United National Educational, Scientific, and Cultural Organization, Paris, France. Adult Education Division, Department of Curriculum, Structures and Methods of Education. May 1974. 22 p. (ED 099 555), EDRS price, MF \$.76, HC \$1.58.

Over 100 titles are listed in the revised UNESCO adult education periodicals list. Each entry includes the title, complete address, the name of the publishing organization, the editor's name, frequency of issue, and language. Based on information on hand in the UNESCO Secretariat the listings are classified by area: (1) Africa, (2) Asia and the Pacific, (3) Latin America, (4) North America, and (5) Europe. A final section lists periodicals of international governmental organizations.

See Also: 9000 INTERNATIONAL PERSPECTIVE

0030 Libraries, Information Services - U.S.
Information Dissemination

- 40 CONTINUING EDUCATION AND EXTENSION AUDIO VISUAL LLBRARY SERVICE: FACULTY SURVEY. Kanun, Clara. Minnesota University, Duluth, MN. Continuing Education and Extension Center. Apr. 23, 1974. 16 p. (ED 103 658), EDRS price, MF \$.76, HC \$1.58.

A survey of faculty at the University of Minnesota relating to use of the Audiovisual Library Service (AVS) was undertaken to assess familiarity with the reorganization of media services and to evaluate knowledge about the potential use of the service. Completed questionnaires were received from 1,843 (54 percent) of the University faculty. Approximately 25 percent of the respondents requested special consultation about the service, suggested as being perhaps the most consequential finding of the study. Responses are tabulated and discussed in the areas of: major University responsibilities of respondents; faculty familiarity with audiovisual (AV) library resources; faculty usage of AV resources; departmental ownership of AV software and hardware by proportion of respondents; faculty familiarity with departmental budgets and procedures for AV rental fees; faculty familiarity with sources of funding from other than University sources for AV materials and equipment; the limitation of AV use as a result of limited departmental budgets; budgetary arrangements preferred to the current ones; experience with specialized materials preparation; requests for specialized library or market searches for AV materials; rating of the service since reorganization; and classification of detailed comments. The general conclusion was reached that responses to the faculty survey provide a current and solid base on which to improve the service.

0100 PHILOSOPHY, POLICIES, GENERAL OBJECTIVES

- 41 ON CIVIC LITERACY: WORKING DRAFT. Ziegler, Warren L. Syracuse University Research Corporation, New York, NY. Educational Policy Research Center. Jul. 1974. 71 p. (ED 110 599), EDRS price MF \$.76, HC \$3.32.

The paper discusses civic literacy as it bears on adult education. Civic literacy addresses the domain of intentional actions about political community, in a process of discovery and invention, the result of a dynamic interaction between practice and theory. The action-inquiry model of civic literacy consists of two theses and five competencies. The first thesis, the Social Justice thesis, holds that each person acts in concert with other persons to devise social conditions for realization of a good life. The second thesis, the Political Community thesis, holds that the civic literacy of each person depends upon the civic literacy of every person. The five competencies which permit the translation of the theses into a process of learning and doing are: engaging in intentional action; maintaining or creating conditions for others to engage in intentional action; maintaining or inventing collective institutions which can adjudicate among different intentions, consequences, and strategies; discovering through civic action matters of common concern; and testing, extending, or redefining limits and boundaries to civic action through social invention. The competency of inventive action comes full circle: it is the end which illuminates the means of civic literacy, and it is the means to the pedagogy of discovery and invention.

- 42 THE CONTROVERSIAL PHILOSOPHIES: NECESSARY BUT NOT SUFFICIENT. McCants, Louise; And Others. In Adult Education, Vol. 24, No. 1. Fall 1973. pp. 55-59.

The cyclic nature of changing educational philosophies is described, with emphasis on Dewey, Hook, and Illich. "Each of these movements, though necessary, proved to be insufficient to bring about lasting reforms in education."

- 43 PROBLEM SOLVING IN PROFESSIONAL ADULT EDUCATION. Commission of Professors of Adult Education. 1974. 94 p. (ED 106 672), EDRS price, MF \$.76, HC \$4.43.

The papers in the collection reflect areas of concern to adult educators, especially at the university level. The first of the collection's three sections deals with graduate program design and contains three papers; Problems of Graduate Program Design, Wilson B. Thiede, and two reaction papers by John Ohliger and Clive C. Veri. Section two on epistemological issues contains three papers: Epistemological Issues in the Problem Approach to Adult Education, Jerrold R. Coombs, and two reaction papers by Robert A. Carlson and James Farmer. Part three which deals with counseling contains four papers: Counseling: A Central Component in Adult Education, Robert J. Nejedlo, and three reaction papers by Russell J. Kleis, Howard McClusky, and Robert E. Snyder.

- 44 RELENTLESS VERITY: EDUCATION FOR BEING-BECOMING-BELONGING. Kidd, James Robbins. Address delivered upon receiving the Syracuse University William Pearson Tolley Medal for Distinguished Leadership in Adult Education (Syracuse, New York, October 8, 1973). 34 p. (ED 094 158), EDRS price, MF \$.76, HC \$1.95.

The dynamic relationship of the concepts of being, becoming, and belonging is and must be the heart and central goal of adult education. The concept can be understood most readily by examination of the writings of humanist psychologists such as Carl Rogers, Fritz Perls, Gordon Allport, and Abraham Maslow. Some characteristics or dimensions of an education of and for being-becoming-belonging are: (1) the comprehension of both the affective and the cognitive domains; (2) the complete time dimension of past, present, and future; (3) the acceptance and achievement of living and dying; (4) the incorporation of economic, social, aesthetic, political, and spiritual goals; (5) the occurrence of self-discovery, self-expression, and fulfillment; (6) the acceptance of being of this world and the possibility of other forms of consciousness; (7) the dialogue, introspection, action, and thought qualities of learning. Being-becoming-belonging comprehends three of the major concepts about education that have been developing in the past two decades; education permanente or lifelong learning with its many points of entry and many renewed episodes; the "learning system" that includes formal and informal activities; and self-directed learners with the increasing capacity to initiate and take charge of their own learning.

- 45 THINKING ABOUT A GRADUATE PROGRAM IN ADULT EDUCATION: (NO. 1) ALTERNATIVE PHILOSOPHICAL POSITIONS: (NO. 2) ALTERNATIVE STARTING POINTS FOR ORGANIZING THE PROGRAM INTO COURSES. Griffin, Virginia R. Ontario Institute for Studies in Education, Toronto (Canada). Department of Adult Education. 1971. 29 p. (ED 067 527), EDRS price, MF \$.76, HC \$1.95.

Two position papers on graduate programs in adult education are presented. The first clarifies alternative positions which the Ontario Institute faced and illustrates the differences by means of charts. An explanation is given for the choice of a pluralistic rather than a singularistic alternative. The second paper lists alternative starting points for organizing a graduate program of adult education. The purpose is to sharpen thinking about starting points, develop clearer rationales for graduate programs, and articulate to students frameworks for thinking about the field. No attempt is made to suggest consequences of each system or conclude which is best.

See also: 0900 ADULT EDUCATION AS A FIELD OF STUDY

- 46 TOMORROW'S ADULT EDUCATOR - SOME THOUGHTS AND QUESTIONS. Apps, Jerold W. In Adult Education, Vol. 22, No. 3. Spring 1972. pp. 218-226.

Looks ahead and identifies some important qualifications for a professional adult educator of the future in terms of revising curriculum in adult education graduate programs.

- 47 TOWARD A WORKING PHILOSOPHY OF ADULT EDUCATION. Apps, Jerold W. Syracuse University, NY. ERIC Clearinghouse on Adult Education; Syracuse University, NY. Publications Program in Continuing Education. Available from Publications in Continuing Education, Syracuse University, Syracuse, NY 13210 (\$3.00). May 1973. 74 p. (ED 078 229), EDRS price, MF \$.76, HC \$3.32.

This monograph is concerned with developing a personal working philosophy of adult education. Chapters cover: (1) the need for a working philosophy; (2) a working philosophy--general philosophy, content and process, beliefs, sources of beliefs, levels of beliefs, higher order beliefs, recognition, analysis, judgment, and evaluation, and a framework for a working philosophy; (3) general philosophies--idealism, realism, experimentalism, existentialism; (4) educational philosophies--essentialism, perennialism, progressivism, reconstructionism, and existentialism; (5) beliefs about the adult learner--relationship to society and to the natural world; (6) beliefs about content; (7) beliefs about the learning process; and (8) summary--beliefs about the above areas are related to three learning models, problem-solving, acquiring content, and self-actualization. An appendix provides an example of the way in which this material was used in a graduate seminar.

- 48 TOWARDS A THEORY OF ADULT EDUCATION: A CASE IN POINT. Hickey, Tom. Pennsylvania State University, University Park, PA. College of Human Development. June 1975. 19 p. Charles C. Thomas, Publisher, Springfield, IL 62717.

The development of trained manpower in gerontology for the delivery of health and social services to older adults in Pennsylvania is the focus of an ongoing adult education program at The Pennsylvania State University. This paper discusses the theoretical and methodological bases for this program, with emphasis on the importance of linking community-based education and training programs with the appropriate academic base, to provide the conceptual framework and evaluative expertise required for a good program. Assumptions and observations about this process lead to theoretical and methodological formulations for adult education in general, with specific examples provided from the current gerontology project.

- 49 TOWARDS 3000: THE DYNAMICS OF FUTURE POST-SECONDARY EDUCATION. Teng, Jaan. 1973. 66 p. (ED 087 849), EDRS price, MF \$.76, HC \$3.32.

This document presents a systems theory approach to post-secondary education. Terms such as entropy, energy, and essergy together with the laws of thermodynamics are applied to educational concepts. A philosophical approach with interspersed quotations from Hegel, Korzybski, and Adelman is used to design a new educational paradigm based upon "Kuhn's Structure of Scientific Revolution". The sections of the document outline the dynamics of education, the three basic needs of man, a systematic approach to a systems approach, educational systems and general systems theory, adoption of a new paradigm, the cost benefit model, energy, entropy, the second law of thermodynamics essergy, objections and alternatives to a general systems theory approach (to education), personal entropy minimization, individual versus collective entropy reduction, education for the future, and evolution and education. The document includes flow charts, diagrams, and mathematical formulas, together with a 47-item bibliography.

0150 LEGISLATION

See Also: ED 110 658 in 9500 (Adult Education Legislation in 10 Countries of Europe)

- 50 AN APPRAISAL OF THE MANPOWER TRAINING PROGRAMS ESTABLISHED BY CONGRESS IN THE 1960's. Brandon, George L. Northern Arizona University, Flagstaff, AZ. Project Baseline. Aug 30, 1974. 97 p. (ED 099 691), EDRS price, MF \$.76, HC \$4.43.

Offering an overview and informal appraisal of the Manpower Development and Training Act (MDTA) and its amendments since 1962, the study focuses on the vocational education program and the development of its legislation and administration. The 12 years of manpower training legislation from MDTA to the Comprehensive Employment and Training ACT (CETA) of 1973 and a parallel chronology of legislative history of vocational education since 1963 is analyzed in chapter one and the diversity of current interpretations and definitions of career education discussed. The following section deals with group impressions of manpower training issues related to evaluation, training, and the need for national inter-agency coordination. The third section examines the mixed perceptions and attitudes of vocational educators toward the status of vocational education and manpower training. Examining Project Baseline data and information, conclusions and recommendations of the 1972-73 reports are summarized. The report concludes that vocational education and manpower training and development are not antithetical and competitive; they are compatible and both are dedicated to the same objective of training in the nation's policy for manpower. An appendix offers selected tables, a bibliography, Congressional Reports, and a list of evaluation, research, and related studies.

- 51 EARLY PERCEPTIONS OF THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT. National Academy of Sciences, Washington DC. 1974. 39 p. (ED 110 822), EDRS price, MF \$.76, HC \$1.95.

A Committee on Evaluation of Employment and Training Programs was established by the National Academy of Sciences to assess the impact of the passage of the Comprehensive Employment and Training ACT (CETA), which created a shift of control of manpower programs from Federal to State and local officials. At the first committee meeting a panel of five participants, representing Congress; the Department of Labor; and State, county, and city governments, presented its perceptions and expectations of CETA. The document contains the five presentations of panel members (Daniel Krivit, William Kolberg, George Basich, Jon Weintraub, and Thomas Nagle) which deal with the issues and problems of decentralization, decategorization, Federal role, State and local role, capabilities of local government, political leadership and ramifications, program coordination and cooperation, public employment provisions, management decisions, training needs, and funding.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

- 52 NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION ANNUAL REPORT, 1974. National Advisory Council on Adult Education, Washington, DC. Mar 1974. 41 p. (ED 099 583), EDRS price, MF \$.76, HC \$1.95.

Firstly, the report reviews the history of Federal adult education legislation from the Federal Adult Education Act in 1966 through that of 1970 and presents the accomplishments and problems during those years. Secondly, the Council suggests additions to the proposed Adult Education Act of 1974 concerning program administration, organization, funding, and training. Thirdly, the Council reiterates its recommendations for 11 other areas of adult education legislation. Fourthly, the Council presents a model resolution for the bicentennial year and proposes the adoption of a similar resolution by all States, the District of Columbia, and territories. Fifthly, tables are presented which were taken from reports and studies made during the year. Data pertain to adults, 16 years or older, in the United States, who have not completed high school and are not enrolled in school. Tables are divided into categories of grade level completed, race, age, sex, native language, income, and employment. Other selected facts and figures are also cited. Finally, Council organization and membership are outlined. Further breakdowns of tables on students and how they relate to adult education programs and comment on adult education programs are included in the appendixes.

0175 FINANCE COSTS

- 53 DESIGN, ASSESSMENT, AND RECOMMENDATIONS FOR REPORTING EDUCATION PROGRAM RESEARCH AND DEVELOPMENT COSTS AND FOR ESTIMATING SERVICE DELIVERY COSTS OF PROGRAM ADOPTERS. Cline, Charles H. Aries Corporation, Minneapolis, MN. July 26, 1974. 219 p. (ED 099 534), EDRS price, MF \$.76, HC \$10.78.

The study discusses the problem of reporting program development costs and estimating service delivery cost. One adequate system is described. Based on field investigations, that system is compared with those of the National Institute of Education (NIE) career education projects. Chapter two contains a discussion of cost related concepts and chapter three specifies a framework for cost reporting of program development. It is suggested that costs be reported in a framework of the development activities and the products and subproducts of that activity. Chapter four discusses estimation of program service delivery costs. An exploratory and incremental estimate is suggested. Due to the difficulty of separating developmental from adopter activities and cost, an upper and lower estimate is utilized. Modifications to the cost collection and reporting system of chapter three are specified. These are in the direction of providing greater detail through specification of the components which describe the processes under development. Chapters five through seven compare the accounting systems of the three Experience Based Career Education (EBCE) models with that which evolved from chapters three and four. Chapter six encompasses the system of all four EBCE projects. Chapter eight contains conclusions, recommendations, and suggestions for future work.

- 54 EVALUATING BASIC EDUCATION FOR ADULTS: SOME ECONOMIC AND METHODOLOGICAL CONSIDERATIONS. Roomkin, Myron. In Adult Education, Vol. 23, No. 1. Fall 1972. pp. 21-36.

Paper examines the principal benefits and costs of basic education with special emphasis on economic benefits; reviews some of the major methodological problems associated with the measurement of these benefits and costs; and seeks to establish the best possible research design, given these problems.

See Also: 5230 Adult Basic Education - General

- 55 PUBLIC POLICY IN FINANCING BASIC EDUCATION FOR ADULTS: AN INVESTIGATION OF THE COST-BENEFIT RELATIONSHIPS IN ADULT BASIC EDUCATION IN PUBLIC SCHOOLS AND COMMUNITY COLLEGES. VOLUME 1, SUMMARY AND RECOMMENDATIONS. Griffith, William S.; And Others. Chicago University, IL. Department of Education. May 1974. 35 p. (ED 099 638), EDRS price, MF \$.76, HC \$1.95.

Volume one of the three-volume project report presents the study's two purposes: document the effects, both intended and unintended, of Federal financing of adult basic education on the delivery systems at the State and community levels for both general adult and adult basic education; and to propose models for coordinating adult education which might optimize the extent and variety of adult education offerings for the public. The study sampled the five States (California, Connecticut, Florida, Illinois, and Texas) which accounted in 1971 for 31.8 percent of the ABE students and 20.8 percent of the Federal ABE allocations to all fifty States and territories. Salient aspects of the research, major conclusions related to the study's seven hypotheses, an overview of data gathered in 21 local and five State case studies, and a model of the development of local delivery systems for adult education are outlined. Recommendations who adoption might lead to an improvement in the ratio of benefits to costs in adult education delivery systems are presented under five headings: Federal government, State governments, local governments, universities, and associations of adult educators.

See Also: 5230 Adult Basic Education - General

- 56 PUBLIC POLICY IN FINANCING BASIC EDUCATION FOR ADULTS: AN INVESTIGATION OF THE COST-BENEFIT RELATIONSHIPS IN ADULT BASIC EDUCATION IN PUBLIC SCHOOLS AND COMMUNITY COLLEGES. VOLUME 2, STUDY DESIGN AND FINDINGS. Griffith, William S.; And Others. Chicago University, IL. Department of Education. May 1974. 636 p. (ED 099 639), EDRS price, MF \$1.08, HC \$32.37.

Volume two presents the study's two purposes (to document the effects of Federal financing of adult basic education on the delivery systems, and to

propose models for financing adult education) and describes its design and findings in detail. It is a complete account of the project, including descriptions of case studies in each of five States. Data on enrollment, staffing, activities, growth, organization, governance, and other categories are tabulated and discussed within the text. Chapter one summarizes background information and organization of the study. Chapter two presents the scope of the study, its seven hypotheses regarding the effect of different approaches to funding, factors in selection of the sample, the choice of cities to best exemplify the range of institutional sponsorship arrangements, and other aspects of the study. Chapter three is a review of selected literature. Chapters four through eight present the case studies for the five States. Chapter nine describes major conclusions related to the seven hypotheses and presents recommendations under five headings: Federal government, State governments, local governments, universities, and associations of adult educators. The concluding chapter consists of an annotated bibliography covering publications which are included in the review of literature together with additional material.

See Also: 5230 Adult Basic Education - General

- 57 PUBLIC POLICY IN FINANCING BASIC EDUCATION FOR ADULTS: AN INVESTIGATION OF THE COST-BENEFIT RELATIONSHIPS IN ADULT BASIC EDUCATION IN PUBLIC SCHOOLS AND COMMUNITY COLLEGES. VOLUME 3, COMMUNITY CASE STUDIES. Griffith, William S.; And Others. Chicago University, IL. Department of Education. May 1974. 656 p. (ED 099 640), EDRS price, MF \$1.08, HC \$33.64.

Volume three presents community case studies of cities selected for the study. Cities chosen were those in which: a public school district or community college was doing an outstanding job in adult education; and the sponsorship of all or a part of the adult education program had been transferred from one district to another; and any district which had worked out a functioning inter-district cooperative arrangement for the adult education program. Cities were examined in such major areas as historical development, program, enrollments and courses, financing, impact of Federal funds, teaching staffs, and salaries. Data on funds, enrollments, wage rates and many other categories are tabulated and discussed within the text. Each chapter devoted to case studies also includes sections on persons interviewed and a bibliography. California case studies are Long Beach, Sacramento, San Diego, and San Francisco. Connecticut cities are Danbury, Hartford, Manchester-Vernon, and Waterbury. Florida cities are Gainesville, Jacksonville, Ocala, Pensacola, and Tampa. Danville, Joliet, Olney, Springfield, and a special section on the Maine-Oakton-Niles Adult and Continuing Education Program (MONACEP) are the Illinois case studies. Texas studies are Galveston, Houston, San Antonio, and Texas City. The data collection instruments used conclude the volume.

See Also: 5230 Adult Basic Education - General

- 58 STAFF STUDY ON COST AND TRAINING EFFECTIVENESS OF PROPOSED TRAINING SYSTEMS. TAEG REPORT 1. Naval Training Equipment Center, Orlando, FL. Training Analysis and Evaluation Group. 1972. 90 p. (ED 070 271), EDRS price, MF \$.76, HC \$4.43.

A study began the development and initial testing of a method for predicting cost and training effectiveness of proposed training programs. A prototype training effectiveness and cost effectiveness prediction (TECEP) model was developed and tested. The model was a method for optimization of training media allocation on the basis of fixed training effectiveness and minimum cost. To test its feasibility, this model was applied to the TA-4 Aircraft Training System. A training analysis of the TA-4 Training Program was conducted to determine possible media substitutions. In conjunction with A-4 pilots, a mix of training media was selected for each task from possible media alternatives, such as classroom, cockpit procedures training, aircraft plus instructor, and actual carrier landing. Substitutions which the computer would be permitted to make among the various media were determined. Cost factors were developed for the TA-4 aircraft and training media. A comparison of costs between the existing system and the system developed chosen by the linear system showed the model was feasible and saved money. Further development and refinement of the model are discussed.

0300 STUDIES AND PLANNING -- STATE AND REGIONAL LEVEL

- 59 APPROACHES TO RELOCATION: SUMMARY OF PROJECT EXPERIENCES 1965-1973. North Carolina Manpower Development Corporation, Chapel Hill, NC. Oct 1973. 83 p. (ED 103 596), EDRS price MF \$.76, HC \$4.43.

The North Carolina Mobility Project was an experimental program designed to determine if unemployed people in economically depressed areas of North Carolina could be relocated to and satisfactorily employed in the State's more highly industrialized Piedmont. The aim of the mobility project was to intervene in the migration patterns of the State so that the routes led west to North Carolina's own urban centers rather than out of the State. The document discusses: (1) the target and supply areas, (2) the effects of the Department of Labor's guidelines for target population recruitment and selection, and (3) the program's administration and operation in relation to staff functions, the mobility recruiting process, job development for relocated workers, financial assistance, and housing (temporary and permanent). Briefly summarized are two studies: Workers Eligible But Not Interested in Relocation, and Linkages with Training Programs, and two reports: An Evaluation of the Mobility Project by Paul Johnson, and The Consultants Report to North Carolina Mobility Project by Priscilla TenPas. Findings indicate that most relocated workers were pleased with the results of their move, employers reacted positively to the

program, and subsidized relocation is an important method of matching available workers with available jobs. The full texts of the studies and reports are appended.

See Also: 6550 Unskilled, Low Aptitude, Disadvantaged

- 60 FACTORS RELATED TO REGIONAL PLANNING COMMISSION ACTIVITY. Rohrer, John D. Unpublished Master's Thesis, abstract only. Ohio State University, Columbus, OH. Available from Cooperative Extension Service, 2120 Fyffe Road, Columbus, OH 43210. 1972.

The purpose of this study was to determine the characteristics and operational conditions linked with active versus inactive regional planning commissions in Ohio. Members of ten commissions, chosen by a random sample from the study population of 37 commissions, were interviewed. There were significant differences in the most active commissions as compared to the least active ones. The greatest need of regional planning commissions is for more education of all citizens about planning commissions with emphasis on greater involvement of citizens in the planning process. The greatest strength of the commissions is that they provide a framework to unify efforts of local governments and to foster cooperation.

- 61 LABOR RELOCATION ASSISTANCE: THE ALABAMA EXPERIENCE. A CASE-STUDY OF THE TUSKEGEE INSTITUTE LABOR MOBILITY DEMONSTRATION PROJECT, 1965-66 and 1966-67. FINAL REPORT. McElroy, Kathleen Mary. Ph.D. Dissertation, Case-Western Reserve University, Cleveland, OH. Oct 1974. 115 p. (ED 105 098), EDRS price MF \$.76, HC \$5.70.

The labor mobility demonstration project attempted to increase the geographic mobility of a population characterized by low previous mobility and low mobility potential - black and white workers, either unemployed or newly trained (Manpower Development Training Act) from central Alabama. The complexity of the recruitment and selection task, and substantial slippage resulting from sloppy recruitment procedures and the fact that the staff attempted local as well as non-local placements, are revealed in the fact that only 202 of 279 persons interviewed actually reported to potential relocation jobs. Firm offer of a job appropriate to skills and expectations, i.e., careful job development, as well as a minimum of bureaucratic snarls in

the funding process, were crucial in effecting successful relocation. By time of interview all but 51 of 152 actual relocatees had returned home, most because of layoff or anticipated layoff, emphasizing the crucial role of job duration in successful relocation. Regression analysis indicated that relocation success was associated with two principal explanatory variables: appropriate job availability and prior skill training.

- 62 A REGIONAL APPROACH FOR IMPROVEMENT OF ADULT BASIC EDUCATION STAFF DEVELOPMENT IN HEALTH, EDUCATION, AND WELFARE, REGION V. PHASE II--FINAL REPORT. School Management Institute, Inc., Worthington, OH. June 1974. 104 p. (ED 109 336), EDRS price, MF \$.76, HC \$5.70.

The document is concerned with the accomplishments of the Region Five Adult Basic Education Staff Development Project. An introduction and background information are followed by a review of the 10 objectives achieved in phase two. Succeeding brief sections provide a review of the management and decision-making process; a list of Region Five Staff Development Committee members; an outline of unanticipated blockages; linkages with the regional program officer; other linkages; and a summary of regional adult basic education leadership workshops. Also discussed are significant changes and long-range developments accomplished and planned in Region Five (Indiana, Michigan, Ohio, Minnesota, Wisconsin, and Illinois). A report from an independent evaluator (ARIES Corporation) comprises the final 30 pages of the document. The evaluators' comments are organized around the 10 objectives of the project. Three generally favorable conclusions on the progress of the project thus far are offered, together with four recommendations. The survey form used by the evaluator and tabulated survey results are appended.

- 63 TECHNICAL REPORT ON ADULT AND CONTINUING EDUCATION. Montana Commission on Post-Secondary Education, Helena, MT. May 1974. 122 p. (ED 099 489), EDRS price MF \$.76, HC \$5.70.

The report on adult and continuing education is one of a series presenting data and recommendations relevant to developing plans for the future of Montana post-secondary education. The introduction briefly describes the approach used by the group carrying out the study. It is followed by a review and summarization of the data collected. Sources for the data were

17 post secondary institutions (the Montana University System, the Cooperative Extension Service, private and community colleges, and vocational-technical centers), the Office of the Superintendent of Public Instruction and 11 other State agencies three Federal agencies, and 18 private agencies. A summary discussion and recommendations conclude the text. Appendixes, comprising about two-thirds of the report, include the questionnaire, memorandum and reporting form used, the position paper from the directors of the Council of Extension and Continuing Education, a matrix display of data by institution, a map display of data, the list of private agencies contacted, and data on educational and training programs for adults as reported by the Department of Institutions.

0350 STUDIES AND PLANNING -- NATIONAL LEVEL

- 64 A DATA BASE FOR VOCATIONAL EDUCATION AND MANPOWER TRAINING: PROJECT BASELINE SUPPLEMENTAL REPORT. Lee, Arthur M.; Tower, C. O. Northern Arizona University, Flagstaff, AZ. Project Baseline. Oct 1974. 59 p. (ED 099 688), EDRS price, MF \$.76, HC \$3.32.

The information needed by Congress and the U. S. Office of Education about Vocational Education and manpower training is discussed in terms of course information, student and trainee information, and professional personnel information. The data base consists of thirty-eight non-aggregate data elements in local school districts and State agencies is discussed, and also the way a national data base using them can be implemented beginning with partial data now and partial automation. Complete automation with all data elements is described as it would operate when fully established at the local school district, State, and Federal levels. Suggested procedures for getting from where this kind of a national data base is now to where it would be described in full operation are detailed. Actual implementation is suggested in two stages, with specific procedures outlined for the first year, and the major activities noted for the second and subsequent years. The first year procedures are listed as the report's immediate recommendations. A glossary of nearly 150 technical and standardized terms used in the report is included at the end.

- 65 MANPOWER INDICATORS FOR THE RURAL COUNTIES. From Rural Manpower Developments. Fall 1973. pp. 12-18.

Using 1970 Census data, rural counties are compared to all U. S. counties by selected personal, education, employment, and income population characteristics.

See Also: 2230 Rural Communities

- 66 MIDNY MEMO # 52. New York State College of Agriculture at Cornell University, Ithaca, NY. Available from Cooperative Extension Programs, Community Resource Development, 633 Midtown Plaza, Syracuse, NY 13210. Oct 1972. 11 p.

This is the final MIDNY Memo which is designed to help relate the Cooperative Extension's community resource development (CRD) program in Central New York from the concluded six year regional MIDNY Pilot effort to a three regional (15 county) district program. This memo includes a listing of major MIDNY papers and publications developed during the past six years, and an updating of other current publications pertinent to the region.

See Also: 2230 Rural Communities
7600 Cooperative, Rural Extension

- 67 POVERTY DIMENSIONS OF RURAL-TO-URBAN MIGRATION: A STATISTICAL REPORT. POPULATION-MIGRATION REPORTS, RURAL-URBAN MIGRANTS, VOLUME I, PART I. Bowles, Gladys K.; And Others. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (GPO-0100-02797, \$3.70). Mar 1973. 347 p. (ED 073 902). EDRS price, MF \$.76, HC \$17.13.

Statistics systematized from the 1967 Survey of Economic Opportunity for a study of the poverty dimensions of rural-to-urban migration are presented in this report. The data presented in the tables were collected by the Bureau of the Census for the Office of Economic Opportunity. Information is included on the total and poor households, families and populations, and on the migration status and residence history of persons 14 years old and over. Family size and composition and income of families and unrelated individuals are shown. Data are also provided on regional and environmental residence of origin and on the extent to which rural-urban migrants are located in regions and metropolitan areas of various sizes. The exchange of persons between the South and the rest of the country is given particular attention. Rural-urban migrants are compared with their urban host population and with the population remaining in rural areas. Characteristics relevant to economic well-being are considered, such as education, marital status, fertility, working-limiting health conditions, employment, receipt of public assistance income, assets, liabilities, and net worth. All numbers in the tables represent 1967 sample data expanded to universe totals and rounded to thousands.

- 68 STUDY FINDINGS AND TRAINING RECOMMENDATIONS. LOCAL GOVERNMENT MANPOWER SURVEY IN SOUTH CAROLINA, MEMORANDUM NO. 3. Public Research and Management, Inc., Atlanta, GA. Mar 1971. 114 p. (ED 068 739), EDRS price, MF \$.76, HC \$5.70.

In this survey of occupations in local governments in South Carolina, 8 broad core occupation categories were identified and surveyed. Current employment and projected needs to 1975 for each population grouping were given for the occupational categories. Population groupings are counties and 6 sizes of municipalities. This report is a general guideline, and a more comprehensive study is recommended. The local government manpower situation is examined in a section giving 5 generic groupings of labor, basic levels of education and skill for each group, motivational factors, recommendations for career ladders, and a review of current practices. An analysis of employee training needs and recommendations follows, with details on first order training needs

and a statement of second order training needs. Appendix D provides training course specifications.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

- 69 A TARGET POPULATION IN ADULT EDUCATION. ECONOMIC PERSPECTIVES AND PROSPECTS: A FOCUS ON THE CLIENT: STATE DEMOGRAPHIC DATA. REPORT OF THE NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION. National Advisory Council on Adult Education. Nov 1974. 164 p. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock Number 5203-00047, \$2.35). (ED 105 288), EDRS price, MF \$.76, HC \$8.24.

Reflecting the philosophy and policy of the National Advisory Council on Adult Education, the report first examines the adult basic education (ABE) target group from the vantage point of the discipline of economics, focusing on: educational attainment and occupational distribution; education, mobility and occupation; technology and increasing productivity; education, income, and occupation; and population trends and changes in the labor force. A second major section presents the Council's recommendations for adult education and ABE programs on all levels: ABE enrollment; ABE dropouts; comparison of ABE population and welfare recipients; ABE's role in rehabilitation; analysis of the ABE target group by age, region, race, and sex; migrant workers; and cost factors. Supporting data is analyzed and tabulated. The second part of this section summarizes Council studies and reports, and discusses demographic traits. A final section presents demographic data from each of the 50 States on the ABE target group. Although most of the tables and figures throughout the publication express percentages, an appendix gives national population figures. A summary calls for a national commitment to continuing education.

See Also: 4600 EDUCATION OF SPECIAL GROUPS

0500 HISTORY

- 70 THE ANTIGONISH MOVEMENT: A CRITICAL ANALYSIS. Lotz, Jim. In Studies in Adult Education, Vol. 5, No. 2. Oct 1973. pp. 97-112.

A brief history of the Movement is presented, its achievements and later developments described, and its relationship to the concepts of community development and adult education examined. Its techniques, methods, and essential spirit are relevant to any one working with ordinary citizens trying to understand the nature of a changing world.

See Also: 2210 Community Education and Development

- 71 THE BUNKHOUSE MAN. A STUDY OF WORK AND PAY IN THE CAMPS OF CANADA 1903-1914. Bradwin, Edwin. University of Toronto Press, 33 East Tupper St., Buffalo, NY 14203 (\$3.50). 249 p.

The book describes working and living conditions among migrant laborers in the northern Canadian work camps, 1903-1914. The early chapters sketch the development of Canada's transportation systems from the mid-19th century as the setting for the development of labor camps, and describe the contract system in railway construction. The heart of the book details the dangerous and difficult work conditions, the low pay, the uncomfortable and unsanitary living conditions, and the poor medical facilities which characterized camp life. One chapter analyzes the ethnic composition of the migrants, and describes the special circumstances arising from the presence of large numbers of foreign-born workers in the camps. Other chapters analyze the abuses of the contract system from the migrants' perspective, prospective alternative sources of employment for the camp workers, and public and governmental concern for the migrant workers' plight. Throughout the book runs a deep concern for the educational needs of the workers which reflects the author's many years of experience among the campmen as a worker-instructor affiliated with Frontier College.

- 72 THE FOUNDING ASSEMBLY. Blakely, R. J. In Adult Leadership, Vol. 24, No. 1. Sep 1975. pp. 17-18.

- 73 THE FOUNDING ASSEMBLY. Cartwright, Morse A. In Adult Leadership, Vol. 24, No. 1. Sep 1975. p. 18.

An excerpt from the 1950 Presidential Address to the American Association for Adult Education Anniversary Banquet.

- 74 THE FOUNDING ASSEMBLY. McClusky, Howard Y. In Adult Leadership, Vol. 24, No. 1. Sep 1975. pp. 15-16.

- 75 LEISURE EDUCATION FOR ADULTS IN SAVANNAH, GEORGIA, 1765-1789. Long, Huey B. 1972. 7 p.

To discover what educational provisions for adults existed in early America, a study was made of newspaper advertisements in Savannah, Georgia, from 1765 to 1789, excluding approximately 38 months during the 25-year period when publication of the four newspapers in Savannah was interrupted for various reasons. Adequate evidence was found that private venture schools in that city catered to adults; the wording of advertisements fall into three categories: advertisements that make no reference to the age of the clientele solicited; advertisements that refer to both children and adults; and advertisements that refer only to non-adults. Some advertisements appear to suggest that the teachers of the more traditional academic subjects such as writing and arithmetic catered to non-adults while the teachers of leisure-related activities such as fencing, dancing, music, and French found it profitable to provide instruction for all age groups. Dancing appears to have been the most commonly advertised leisure activity followed by fencing and foreign languages. Only two advertisements of concerts and/or plays of readings appeared prior to 1785, although there are indications that a theater had existed in Savannah prior to March of 1785. Theater fare available in Savannah in 1786 reflects a wide range of work including comedy, tragedy and satire. There appears to be sufficient evidence to indicate that leisure-related activities were provided for adults in early America and that an examination of primary documents in local communities should prove to be a profitable field of study.

- 76 THE PIONEERS. Bradford, Leland P. In Adult Leadership, Vol. 24, No. 1. Sep 1975. pp. 7-8.

- 77 THE PIONEERS. Gray, Wil Lou. In Adult Leadership, Vol. 24, No. 1. Sep 1975. pp. 12-14.

- 78 THE PIONEERS. Hunsaker, Herbert C. In Adult Leadership, Vol. 24, No. 1. Sep 1975. pp. 5-7.

The author recounts the founding of the American Association for Adult Education and the establishment of the Department of Adult Education by the NEA in the 1920's; he traces their evolution and interrelationship, as well as their relationships with other, more recent, professional organizations. Continued cooperation and collaboration are urged.

- 79 THE PIONEERS. Overstreet, Bonaro W. In Adult Leadership, Vol. 24, No. 1. Sep 1975. pp. 10-11.

- 80 TALE OF THREE CITIES: ELSINORE--MONTREAL--TOKYO. THE INFLUENCE OF THREE UNESCO WORLD CONFERENCES UPON THE DEVELOPMENT OF ADULT EDUCATION. LANDMARKS AND NEW HORIZONS IN CONTINUING EDUCATION SERIES NUMBER 3. Kidd, James Robbins. Syracuse University, Syracuse, NY. Publications Program in Continuing Education. Available from Syracuse University, Publications in Continuing Education, 224 Huntington Hall, 150 Marshall St., Syracuse, NY

13210 (\$1.75, quantity discounts available). July 1974. 36 p.

The three cities of Elsinore, Denmark, Montreal, Canada, and Tokyo, Japan, share in common one event--they were the scenes successively in 1949, 1960, and 1972 of three World Conferences on Adult Education under UNESCO sponsorship. The 1949 Elsinore Conference, with representatives from 27 countries, focused on education for workers and for work, education for leisure, the aims of adult education, the role of universities, and international machinery to secure continued cooperation. The Montreal Conference in 1960 had a significantly broader international representation than the 1949 conference and dealt mainly with: the role and content of adult education, methods of adult education, and structure and organizations of adult education. This conference laid the foundations for a period of steady expansion of adult education around the world. The 1972 meetings in Tokyo, attended by representatives of 83 nations, lacked the excitement of the 1960 conference but reflected the success of the adult education concept. Conference resolutions included plans for national and international action and many comprehensive resolutions based upon the knowledge of cooperation and growth that has come to pass.

- 81 UNEARTHING SEEDS OF FIRE: THE IDEA OF HIGHLANDER. Adams, Frank. Available from John F. Blair Publisher, 1406 Plaza Dr. SW, Winston-Salem, NC 27103 (\$7.95). 1975. 255 p.

The book recounts the history and explains the philosophy of Highlander Folk School in the Cumberland Mountains of Tennessee. Devoted to social reform, the school has functioned in an unconventional way to develop leadership and participation in three social movements in the South: the labor organizing drives of the thirties, the civil rights movement of the fifties, and the Appalachian movement of the sixties. Subject to constant criticism and harassment, the school has continued to operate, without planned curriculum or courses, at its defined task: to make class-conscious workers who envision their roles in society, and to furnish motivation as well as technicians for the achievement of this goal. Myles Horton, founder of Highlander, found that an effective way to help students to understand the present social order is to throw them into conflict situations where the real nature of society is projected. The Highlander education does not include reading or work skills; its center is problems defined by the people. The teachers' job is to get the people talking about problems, to raise and sharpen questions, and to trust people to come up with the answers. Students share knowledge and experience and call on community resource people.

- 82 WOMEN'S EDUCATION IN COLONIAL AMERICA. Long, Huey B. In Adult Education, Vol. 25, No. 2. Winter 1975. pp. 90-106.

Explaining the contribution of the home, apprenticeship, and evening schools, the analysis suggests that while sex bias apparently favored males in quality and quantity of educational opportunity, women's education in Colonial America was richer than popularly conceived.

See Also: 4655 Education of Women

- 83 THE YEARS BETWEEN. Dorland, James R. In Adult Leadership, Vol. 24, No. 1. Sep 1975. pp. 26-28.

The article describes the 25-year evolution of the National Association of Public School Adult Education (NAPSAE); its affiliations, first with the Adult Education Association of the USA (AEA/USA), and then with the National Education Association (NEA); the dissolutions of those affiliations; and the accomplishments of the association, now re-named NAPCAE.

- 84 THE YEARS BETWEEN. Feeney, Helen M. In Adult Leadership, Vol. 24, No. 1. Sep 1975. pp. 23-25.

The article recounts the intellectual excitement and stimulating participation characteristic of the early Council of National Organizations' (CNO) programs, and challenges today's adult educators to provide educational programs that will develop leadership to meet society's needs--one of CNO's early thrusts.

- 85 THE YEARS BETWEEN. Jensen, Glenn. In Adult Leadership, Vol. 24, No. 1. Sep 1975. pp. 20-22.

The article discusses the extent to which the Adult Education Association has achieved its objectives since its founding in 1951. Differing points of view are considered, professional publications described, criticisms recounted, and areas of impact cited, with the theme that the organization is as strong as its members make it.

- 86 THE YEARS BETWEEN. Kidd, J. R. In Adult Leadership, Vol. 24, No. 1. Sep 1975. pp. 31-33.

The article describes the 25-year involvement of the United States' adult education movement in a "global affair" with colleagues all over the world; organizational exchange, intellectual exchange through teacher education, and direct aid are discussed. The author concludes that there are no intellectual colonies any more, only colleagues.

- 87 THE YEARS BETWEEN. White, Thurman James. In Adult Leadership, Vol. 24, No. 1. pp. 29-30.

The author considers the growth of adult education in the past 25 years, in terms of the associations of adult educators and other groups and of government involvement, and then turns attention to the future, considering possible social changes so broad that their impact on adult education would be inestimable.

- 88 AN ANALYSIS OF THE DENOTATIONS OF "PROGRAM" AS EMPLOYED IN ORDINARY LANGUAGE AND ADULT EDUCATION DISCOURSE, WITH A TYPOLOGY OF PROGRAM BASED ON THE DENOTATIONS. Schwertz, Courtney. Paper presented at the Adult Education Research Conference (Chicago, Illinois). 1972. 18 p. (ED 066 656), EDRS price, MF \$.76, HC \$1.58.

This study attempted to clarify the concept "program" by systematically examining the use of the term "program". The term was examined as it is used in ordinary language and in adult education literature. After analysis of the term within these two contexts, a typology was developed from the uses identified. The typology was then utilized as an aid in determining those variables affecting the validity of propositions containing the term "program" or concepts referred to in the use of the term. The results indicated that there were five senses of "program", that is, system, plan, document, performance, and planning. The implications that these results have for the adult educator are noted. They are: (1) the term "program" should be explicitly defined if it is to be used as a symbol to communicate a concept within a useful principle; (2) the use of the term "program" should not be abandoned; (3) Hosper's idea of defining and accompanying characteristics can be used as a basis for clarifying other adult education central terms and concepts; and (4) if there is a cause-effect relationship between various senses of "program" then further study is needed of the various things that can go wrong and which mitigate the cause-effect relationship.

- 89 DEVELOPMENT OF ADULT EDUCATION GRADUATE PROGRAMS. Knox, Alan B. Adult Education Association of the U.S.A., Washington, DC. Available from the Adult Education Association of the U.S.A., 810 18th Street, NW, Washington, DC 20006 (\$2.00 to professional, contributing and organizational AEA members and to bookstores; \$2.25 to all other AEA members; \$2.50 to all others). 1973. 68 p. (ED 110 835), EDRS price, MF \$.76, HC \$3.32.

Prepared at the request of the executive committee of the Commission of the Professors of Adult Education, the monograph explores problems and solutions that American and Canadian professors of adult education report in initiating and revising graduate programs. Survey questionnaires (approximately two-thirds return rate) were sent to one professor at each institutional graduate program included on the 1972-73 membership listing in the Commission of the Professors of Adult Education. The questionnaire consisted of three parts: program characteristics, four items on each of 22 issues related to program initiation/revision, and comments on starting a new program. An age-of-program categorization was used throughout the data analysis to identify developmental trends. Twenty to 70% of the programs reported problems related to 10 widespread issues: the number of professors in the program, their mix of competencies, their departmental location, the specialized adult education courses, the process for approval and modification of courses, ways to relate out-of-department courses to adult education, combined department arrangements, the attraction of able graduate students, the function of faculty research, and the chairman's role in obtaining support for the adult education graduate program. Each of these issues is described in one of the monograph's 10 sub-sections.

- 90 DOCTORAL GRADUATES EVALUATE THE RELEVANCE OF DEPARTMENTAL LEARNING OBJECTIVES TO THEIR PROFESSIONAL RESPONSIBILITIES. Noel, James L.; Parsons, Jerry. In Adult Education, Vol. 24, No. 1. Fall 1973. pp. 43-54.

The study sought to determine if doctoral graduates of North Carolina State University's Department of Adult and Community College Education who perform different professional roles (teaching, research, program development, administration) have different perceptions of the utility of the department's educational objectives.

- 91 A PROPOSED PROCESS FOR DETERMINING PROFESSIONAL BEHAVIORS NEEDED BY ADULT EDUCATION ADMINISTRATORS. Veri, Clive C. 29 p. (ED 078 276), EDRS price, MF \$.76, HC \$1.95.

A review of investigations which have had as their purpose the identification of competencies needed by professional adult educators is presented. This document attempts to taxonomize in a single list the competencies which research has found; and then suggests a process whereby specific behavioral objectives can be structured which will enable learners to achieve these competencies. The following studies were reviewed: (1) the White Study, (2) the Chamberlain Study, (3) the Aker Study, (4) the Veri Study. Using data from these four studies, a total of 125 competencies were identified. An attempt to arrange the competencies into a taxonomy resulted in the following major headings: personal attributes, societal affairs, adult education, adults, and programing. A 10-step process for determining behavioral objectives is described. It is suggested that these objectives be used to design new learning experiences for learners.

- 92 TERMINOLOGY ABOUT ADULT/CONTINUING EDUCATION: A PRELIMINARY STRUCTURE AND A SUGGESTED DEVELOPMENT PROCESS. Gideon, Victor C.; And Others. National Center for Educational Statistics (DHEW/OE), Washington, DC. Nov 1971. 180 p. (ED 065 761), EDRS price, MF \$.75, HC \$9.51.

This feasibility study of terminology, the first step in attempting to resolve some of the communication problems in adult/continuing education, describes the process used and reflects the current conditions in this area. In researching terminology use, attention was directed to current concepts; the extent of agreement concerning terms and definitions currently in use; the effectiveness of various cooperative processes, with emphasis on the Delphi Process; and related factors. Part I focuses on background information and an overview of the project. Part II describes the participants, the context, and the objectives, along with a detailed history of the developmental process and of the various encounters and interrelationships that occurred. Part II presents a conceptual model of adult/continuing education. In the conceptual model, the educational process is presented as a dynamic system consisting of four basic processes--appraisal, facilitation, participation, and learning. Four basic recommendations are offered to facilitate the continuing work on the development of a terminology handbook. They are: expand the interaction between the Office of Education and professional practitioners; proceed with the project, use the Delphi Process; and consider future work within the context of the development of an integrated data system for the whole education field.

0950 ADULT EDUCATION RESEARCH

- 93 ADAPTATION OF APPALACHIAN MIGRANTS TO THE INDUSTRIAL WORK SITUATION: A CASE STUDY. APPALACHIAN CENTER RESEARCH REPORT 2. Schwarzweiler, Harry K. West Virginia University, Morgantown, WV. May 1969. 11 p. (ED 066 232), EDRS price, MF \$.76, HC \$1.58.

The research findings reported in this paper, a revised version of a paper presented at the Conference on Migration and Behavioral Deviance, Puerto Rico, 1968, are drawn from a study designed to supplement the survey phase of the Beech Creek Study (1961). The aim of this research report is to investigate patterns of adaptation and reaction to the industrial work situation. Interviewed in 1962 were 20 male migrants from rural Appalachia. Additional information concerning the characteristic and stereotyped traits of Appalachian migrants was obtained in 1963 from industrial relations personnel, foremen, and union representatives in the various factories where many of the Beech Creekers worked. It was determined that close family relationships facilitated a smooth transition from farming to factory employment. Migrants' initial entry into the industrial labor market, their advancement in occupational status and their changes in place of work, their reaction to lay-offs and unions, and their job satisfactions are discussed. It was concluded that the Beech Creek stem-family served to stabilize the migrant's social world external to the factory by keeping off-the-job problems distinct from on-the-job performance. For these migrants, adaptation to an industrial occupation role merely required the acceptance of new work behavior standards and had little effect upon the more important aspects of their life situation.

- 94 ADULT EDUCATION AND COMMUNITY DEVELOPMENT IN CANADA: A SURVEY OF POST-SECONDARY COURSES AND PROGRAMMES. Draper, James A. Ontario Institute for Studies in Education, Toronto (Canada). Department of Adult Education. 1974. 33 p. (ED 107 902), EDRS price, MF \$.76, HC \$1.95.

The report provides data describing degree, certificate, and diploma programs in adult continuing education or community development in 30 Canadian post-secondary institutions. Through the use of questionnaires, information was gathered on the institutions, programs, courses, staff members, and theses in adult education since 1970. A summary offers comments on a predicted increase in the number of programs and on a predicted increase in practicum opportunities on the graduate level. Also predicted are an expansion of programs to off-campus locations and less formally structured programs with more interrelationship among instruction, research, and development. The second half of the publication is devoted to listing and briefly describing the programs, with course titles and names of persons to whom inquiries should be directed. There is also a short bibliography.

See Also: 2210 Community Education and Development

- 95 ADULT EDUCATION DISSERTATION ABSTRACTS: 1935-1962. Grabowski, Stanley M., Ed. Syracuse University, NY ERIC Clearinghouse on Adult Education. Available from Adult Education Association of the U.S.A., 810 Eighteenth St., NW, Washington, DC 20006. Jan 2, 1973. 448 p. (ED 069 967), EDRS price, MF \$.76, HC \$22.21.

This bibliography contains citations for dissertations pertaining to the education or training of adults. The dissertations include those completed under the guidance of professors in member institutions of the Commission of Professors of Adult Education, those under the guidance of professors from other institutions not associated with the Commission of Professors, and those under the guidance of professors from other departments and institutions dealing with adult education. Studies are classified by broad subject headings used in the ERIC Clearinghouse on Adult Education, Subject, author and institutional indexes are provided.

- 96 ADULT EDUCATION IN PUBLIC SCHOOL SYSTEMS: 1968-69 and 1969-70. Okes, Imogene E. National Center for Educational Statistics (DHEW/OE) Washington, DC. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock Number 1780-01323, \$1.50). 1974. 118 p. (ED 099 624), EDRS price, MF \$.76, HC \$5.70.

More than eight million adult education students were serviced by almost 230,000 instructors in fiscal 1969; more than nine million students were taught by 250,000 instructors in fiscal 1970. For both years, the programs were offered by public elementary or secondary schools or by community or junior colleges. The nationwide survey identifies which of 27 specified or other Federal adult education programs schools participated in, additional programs at other governmental levels, and whether any were sponsored by other organizations. Each program was assigned to one of five categories: basic education, high school equivalency or General Educational Development test preparation, occupational training, general academic or college subjects, and other adult education. Information flow is from identification of adult education in each State or area, to enrollments, staff, and program purpose. Statistics are given for governmental level of sponsorship, 27 selected Federally funded programs, four Office of Education programs, community and junior college programs, and cooperatively offered programs. Enrollment and staff figures are for full-time, part-time, part-time as percent of total, and change between years.

See Also: 7800 Public Schools

- 97 ADULT EDUCATION: SURVEY REPORT 73. Nebraska University, Lincoln, NE. Department of Adult and Continuing Education. Jan 15, 1974. 88 p. (ED 094 186), EDRS price, MF \$.76, HC \$4.43.

This study was an attempt to obtain information about a variety of adult education programs in Nebraska, by assessing the number of adult education programs or courses, the number of people being reached, and the number of professional or volunteer staff people involved. The document opens with a literature review of selected studies on growth of adult education in Nebraska and the United States. In addition the document presents the following: (1) a discussion of the procedures employed to collect the various data, (2) a brief description of the methods utilized in displaying information, and (3) a description of the analysis plan designed to examine the relationship of various findings over a period of time. The findings are presented in the form of graphs, tables of selected data in adult education courses, clientele, participants, instructional personnel, and time comparisons of selected data on per pupil cost/enrollments and instructional personnel/enrollments. A summary of the findings and five recommendations are

briefly discussed. Four appendixes are included.

See Also: 5230 Adult Basic Education - General
7700 Junior Colleges, Community Colleges

- 98 ANALYSIS OF BILDUNGSROMAN LITERATURE AS A RESEARCH MODALITY IN ADULT EDUCATION: AN INQUIRY. McKenzie, Leon. In Adult Education, Vol. 25, No. 4. Summer 1975. pp. 209-216.

The problem addressed concerns the analysis of a specific genre of literature for the purpose of acquiring new knowledge about adult development and learning. A need for further study in the area of developing research principles for the analysis of literature is indicated.

- 99 APPROACHES TO UPGRADING APPLIED RESEARCH IN ADULT EDUCATION. Beder, Harold; Darkenwald, Gordon. Paper presented at the Adult Education Research Conference (Chicago, Illinois, April, 1974). 19 p. (ED 092 793), EDRS price, MF \$.76, HC \$1.58.

In this paper we advance a point of view concerning the differences between basic and applied research in adult education, indicate some of the problems of conducting applied research studies, describe briefly an actual study which seems to us to exemplify certain problems and exigencies of applied research, and finally point up implications for the role of the adult education researcher and for graduate level research training. (A sixteen-item bibliography is included.)

- 100 BEHAVIOR THEORY AND ADULT EDUCATION. McLagan, Patricia A. Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April, 1975). 39 p. (ED 110 851), EDRS price, MF \$.76, HC \$1.95.

The paper proposes that when behavior change is the major target of an adult education program, the designer must consider three factors: (1) the four basic targets for behavior change efforts (behavior goals and plans, basic knowledge and skills needed for successful performance, physical environment, reinforcers of behavior); (2) individual differences of the learner (self-esteem level, meaningfulness of behavior goals, self-image clarity, perceived locus of control); and (3) qualities of the target behavior. It describes self-behavior modification through self-goal setting, self-monitoring, self-reinforcement, and self-controlled environment change. Advantages and disadvantages of self-behavior modification are also proposed. Behavior theory is then related to adult education design, and an interactive model that can provide structure and/or freedom to individuals according to their needs to use in behavior change programs for adults is introduced. The paper also presents results of a study of the effects on new behavior development of educator- vs. learner-determined reinforcement in a reading and information handling program for technical professionals in industry, which suggest that adult learners will self-reward and that they find self-rewards more satisfactory than externally determined reinforcement.

See Also: 1160 Psychological, Personality Factors
1750 Counseling, Guidance

- 101 BEHAVIOR MODIFICATION AND CONTINGENCY MANAGEMENT IN A GRADUATE ADULT EDUCATION PROGRAM. Boshier, Roger. In Adult Education, Vol. 26, No. 1. Fall 1975. pp. 16-31.

The study showed that the experimental subjects made more correct responses, rated sessions positively, manifested a greater number of desired study behaviors, and increased their rate of responding and study behaviors, than the control subjects.

See Also: 1160 Psychological, Personality Factors

- 102 CANADIAN ADULT EDUCATORS ON CANADIAN ADULT EDUCATION. Selman, Gordon. In Canadian Journal of University Continuing Education, Vol. 2. No. 1. May 1975. pp. 5-15.

The responses of 68 out of approximately 150 adult educators in regions throughout Canada to a questionnaire regarding the importance and development of adult education in Canada are summarized. Their voting on the 14 most significant adult education programs are presented.

- 103 CANADIAN RESEARCH IN ADULT EDUCATION: A BIBLIOGRAPHY OF MASTERS' THESES AND DOCTORAL DISSERTATIONS. Narang, H. L. In Saskatchewan Administrator, Vol. 6, No. 4. November 1972. 3 p. (ED 074 376), EDRS price, MF \$.76, HC \$1.58.

This bibliography of masters' theses and doctoral dissertations concerning adult education in Canada contains 36 entries. Topics of the research include illiteracy, ABE, adult educators, TESL, higher education for adults, women's education, and instructional techniques.

- 104 CANADIAN THESES IN ADULT EDUCATION: A LOOK AT THE '70S. Draper, James A., Comp.; Field, Jeffrey, Comp. Ontario Institute for Studies in Education, Toronto (Canada). Department of Adult Education. 1974. 16 p. (ED 109 490), EDRS price, MF \$.76, HC \$1.58.

In early 1974 a national survey was conducted of the postsecondary courses and programs in adult education and community development which were being offered in Canada. The document lists 163 theses on adult education and community development submitted to Canadian universities since 1970. Arranged alphabetically by author, each entry includes author, title, university, and (in most cases) date.

- 105 A CLUSTER ANALYTIC APPROACH TO THE STUDY OF ORGANIZATIONS. Pinto, Patrick R.; Pinder, Craig C. Minnesota University, Minneapolis, MN. Industrial Relations Center. Paper presented at International Meeting of the Institute of Management Sciences (19th, Houston, Texas, April 4-8, 1972). 24 p. (ED 066 782), EDRS price, MF \$.76, HC \$1.58.

Two hundred twenty-seven organizational units drawn from a variety of industries were cluster-analyzed on the basis of their similarities across 18 behavioral and structural dimensions of effectiveness. Using a multivariate subgrouping procedures, eight homogeneous clusters of units were found,

varying in size from 8-65 units, and each characterized by a distinct behavioral profile. Within-cluster differences were described in terms of the 18 dimensions, overall unit effectiveness, and in terms of other "demographic" variables that were external to the clustering process. These variables included unit function, work setting dispersion, growth, technology employed, and skill level of the unit members. Significant relationships were found between the behavioral styles of the clusters on the one hand and each of the demographic variables and the overall criterion of effectiveness on the other. The rationale and benefits of clustering organizational units into groups were discussed, and further research ideas were proposed.

- 106 CONTEMPORARY HISTORICAL RESEARCH IN ADULT EDUCATION. Henschke, John A. Paper presented at Adult Education Research Conference (Chicago, Illinois, April 19, 1974). 35 p. (ED 094 105), EDRS price, MF \$.76, HC \$1.95.

The problems and rewards of conducting contemporary historical research are related in the light of the author's experiences in preparing an Ed.D. dissertation analyzing Malcolm S. Knowles' contributions to and influence on the field of adult education. Given its contemporaneous nature, the author terms the study accurate but inconclusive. The major portion of the dissertation was based on data available in documents by or about Knowles, but an "opinionnaire" schedule (an adaptation of the Applied Behavioral Science Interview schedule), loosely constructed and open-ended, was sent to 150 former colleagues and students of Knowles. The problems raised by this form of research are discussed by the author. Three areas of findings about Knowles (his pioneering, his methodologically organic view, and his social science research base) are considered in some detail. Seven values of this kind of research into contemporary history are briefly listed. The "opinionnaire" and George Aker's "Twenty-Three Essential Behaviors of Adult Educators" are appended.

See Also: 0500 HISTORY

- 107 CONTENT ANALYSIS: A METHOD FOR RESEARCH AND EVALUATION IN ADULT EDUCATION. Forest, Laverne B.; Flitter, Michael. Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 18, 1975). 19 p. (ED 110 846), EDRS price, MF \$.76, HC \$1.58.

Content analysis is a systematic and objective technique which reduces into smaller sub-parts existing communications. It is the analytical reduction of a text to a standard set of statistically manipulatable symbols representing the presence, intensity, or frequency of characteristics. A case study of the use of content analysis is the U. S. Forest Service's formulation in the early 1970s of a development policy for the Shawnee National Forest in southern Illinois. The alternatives were: no projects, new limited access highway, combination scenic drive and trail, national scenic trail, and improve existing roads. Three hundred documents expressing public opinion were analyzed according to various categories, given a numerical score, and cross tabulated. On the basis of the assumption that people's attitudes regarding the alternative were related to underlying concerns and factors, which when subjected to multiple correlation analysis could be used to predict attitudes, the content analysis verified the decision to opt for the scenic route over the existing road system. As a method of describing, understanding and

explaining, predicting, and deciding, especially in cases where available data is not in the form required, content analysis is a reliable and valid research method and central to the development of adult education.

See Also: 1160 Psychological, Personality Factors

- 108 CRITERIA FOR EVALUATING GRADUATE STUDY IN ADULT EDUCATION: FINDINGS OF A STUDY CONDUCTED FOR THE COMMISSION OF PROFESSORS OF ADULT EDUCATION. Aker, George F. Chicago University, IL. Center for Continuing Education. 1974. 67 p. (ED 110 753), EDRS price, MF \$.76, HC \$3.32.

The report identifies and organizes criteria for evaluating and determining the effectiveness of graduate programs in adult education. The first phase of the study, a review of the appropriate literature, contributed to the formulation of 22 criterion statements relevant to the development of graduate study in adult education. The study's second phase involved: defining the field of adult education; developing a behavioral classification scheme for the educational objectives of graduate programs in adult education; identifying existing statements of education objectives, professional competencies, and specific on-the-job behaviors of adult educators; classifying, refining, and formulating these statements into behavioral descriptions of these objectives; and refining those behavioral descriptions into a series of 23 statements for evaluating graduate study in adult education. Phase three involved surveying the opinions of adult education graduate students and doctorates regarding the importance of graduate study in developing professional competencies in the 23 behaviors. The phase three findings indicate that all 23 behaviors are important in the practice of adult education and that nearly all adult educators have a need for increasing their competence in these behaviors. Suggestions for improving graduate programs in adult education conclude the study, with an 11-page bibliography following.

See Also: 4300 EVALUATION

- 109 CRITIQUE OF DUNCAN'S STRATIFICATION RESEARCH. Crowder, N. David. Ph.D. Dissertation, Duke University. 1971. 46 p. (ED 094 128), EDRS price, MF \$.76, HC \$1.95.

Duncan's interpretation of his research on the nature and process of the distribution of rewards in the U. S. stratification system is questioned. Statistical and conceptual flaws are noted in Duncan's work and their implications explored. A reanalysis of primary survey data is presented and, based upon a reinterpretation of this data, a reconceptualization of the reward distribution process is offered. The implications of this reconceptualization for stratification research are noted. It is further suggested that a plausible source of Duncan's research error is that of presuppositional bias, particularly American egalitarian achievement ideology. It is also suggested that this presuppositional bias did not emerge as analytical error in Duncan's research as an isolated case, but is present in every functionalist theoretical statement about the stratification system.

- 110 DEVELOPING COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS IN CALIFORNIA HIGHER EDUCATION INSTITUTIONS. AN EVALUATION OF THE TITLE I (HEA, 1965) PROGRAM IN CALIFORNIA, 1966-1971. Farmer, James A., Jr.; And Others. California State Coordinating Council for Higher Education, Sacramento, CA. Available from Russell L. Riese, Coordinating Council for Higher Education, Sacramento, CA (free of charge). May 1972. 117 p. (ED 069 944), EDRS price, MF \$.76, HC \$5.70.

An evaluation of Title I of the Higher Education Act of 1965 is presented. This act committed federal support at the 75 percent level to institutions of higher education for community service and continuing education programs to the attainment of these two objectives: (1) to help solve community problems; and (2) to strengthen and improve community service and continuing education programs of institutions of higher education. The evaluation team found that there have been several sources of confusion in interpreting the Title I Act. A widespread agreement was found that the act itself contains a lack of clarity concerning what kinds of activities are appropriately fundable with Title I funds. In Chapter I, similarities and differences that have been identified between what seems to be the intent of the act and each of the following are presented: (1) the agricultural extension model, (2) community development, (3) community services in community college, and (4) the target population involvement model, (5) the transactive involvement model, and (6) the comprehensive involvement model. The evaluative data generally indicate that the achievement of positive effects from local Title I projects was facilitated by the role played by the state agency.

See Also: 5500 Community Services

- 111 DOCTORAL DISSERTATIONS CONCERNING CAREER EDUCATION, 1960-1971. York, Edwin. Occupational Research and Development Resource Centers, Edison, NJ. Available from New Jersey Occupational Research and Development Resource Center, Edison Building 871, R.M.C., Plainfield Avenue, Edison, NY 08817 (No price listed). May 1972. 32 p. (ED 109 429). EDRS price, MF \$.76, HC \$1.95.

The document lists 781 dissertations for 55 subject areas. Recorded in parentheses are the number of dissertations to be found in each category: achievement prediction (34), administration (5), adults (7), agricultural education (43), apprenticeship (6), area vocational schools (3), basic education (2), business education (18), career development (52), career exploration programs (57), communication (5), community colleges (5), consumer affairs (7), cooperative education (5), cost-benefit analysis (5), counseling programs (45), curriculum (15), decision making (2), distributive education (3), educational change (6), evaluation (23), facility planning (3), guidance counselors (14), health occupations (9), home economics (27), individualized instruction (3), industrial arts (16), job analysis (18), job placement (9), leadership (9), multi-media instructional materials (15), planning (2), postsecondary vocational education (3), programed instruction (10), reading (3), research and residential programs (4), safety (3), self concept (9), simulations (6), student characteristics (40), teacher education (22), teachers (7), technical education (16), tests (11), unemployment (2), vocational education (5), vocational guidance (13), vocational industrial education (18), vocational interests (41), vocational rehabilitation (18), work attitudes (33), work performance (21), work setting (9), and work study programs (11).

Also included is an authors list with the appropriate document number needed for ordering.

See Also: 6400 Career Education

- 112 THE EFFECTS OF AN OPEN EXPERIMENTAL PROGRAM THROUGH CONTINUING EDUCATION ON THE ATTITUDES AND SELF-CONCEPT OF GRADUATE STUDENTS. Keilty, Joseph W.; Greene, John F. In International Journal of Continuing Education and Training, Vol. 3, No. 2. Fall 1973. pp. 129-141.

A second article on the Multiple Alternatives Program (MAP) analyzes the effects of MAP on the attitudes and self-concept of the participants. The statistically significant findings indicate a more favorable attitude toward higher education among MAP participants than the control group but no differences in self-concept between the two groups.

See Also: 1160 Psychological, Personality Factors

- 113 EIGHT YEARS LATER: EDUCATION AND CAREERS OF YOUNG JEWISH ADULTS. Swerdloff, Sol; Rosen, Howard. B'nai B'rith Career and Counseling Services. 1973. 76 p. (ED 109 482), EDRS price, MF \$.76, HC \$4.43.

Based upon response to a mailed questionnaire, the 1969 follow-up study of the college and career plans of Jewish youth surveys a sample of 1,125 young Jewish adults in their mid-20s who took part in a 1961 study of the same nature in which 6,600 participated. The study found that most of the respondents' fathers held white collar jobs (mostly as proprietors), the sons do not appear to be following their fathers' footsteps. More than 95% of the respondents attended college. The respondents' attachment to Judaism appears to be neither consistent nor clear-cut as measured in terms of intermarriage and involvement in Jewish organizations. Of the 40% of the respondents who reported they had received vocational counseling since high school, only half said that the counseling influenced their occupational choice. The study concludes that it is vitally important to provide adequate educational and vocational counseling for Jewish youth, and recommends 10 guideposts for action as seen by the B'nai B'rith Career and Counseling Services to accomplish this goal. Appendixes, which include survey questionnaire forms, letters sent to survey participants, and a bibliography, comprise one-third of the document.

See Also: 6400 Career Education

- 114 EVALUATION OF TRAINING: STRATEGY, TACTICS AND PROBLEMS. Trice, Harrison M.; Roman, Paul M. Syracuse University, NY. ERIC Clearinghouse on Adult Education. American Society for Training and Development, Madison, WI. Available from American Society for Training and Development (ASTD), PO Box 5307, Madison, WI 53705. Aug 1973. 39 p. (ED 097 489), EDRS price, MF \$.76, HC \$1.95.

The purpose of the literature review is to outline the basic considerations involved in designing and conducting meaningful evaluation of training ef-

forts in work organizations. First to be examined are basic questions in training evaluation strategy: the barriers to conducting evaluation of training efforts, the reasons for conducting such evaluation, where and when such evaluation should enter the training process, and who should conduct such evaluation. Following this is a consideration of six approaches whereby evaluative questions may be posed, including an outline of the assumptions of each along with their advantages and disadvantages. The tactics of evaluation of training efforts and the bases for choosing different tactical approaches are two major concerns dealt with. Concluding the document is a discussion of recent trends in training evaluation and a seven-page bibliography.

- 115 FEDERAL SUPPORT TO ADULT EDUCATION: BOON OR BOONDOGGLE? Kreitlow, Burton W. In Adult Education, Vol. 25, No. 4. Summer 1975. pp. 231-237.

The author discusses and outlines the research needs and priorities of a previous report of his called Theoretical Paper # 13: "Educating the Adult Educator: Part Two, Taxonomy of Needed Research," that were never implemented by the Federal government.

- 116 A FOUR-YEAR FOLLOW-UP STUDY OF THE FORTY-ONE GRADUATES—CLASS OF 1971 OF THE JACKSON COUNTY (IOWA) ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM. Gran, James R. Jackson County Adult Evening High School Program, Maquoketa, Iowa. May 1975. 59 p. (ED 109 466), EDRS price, MF \$.76, HC \$3.32.

The four-year follow-up study of the 1971 graduating class of the Jackson County (Iowa) Adult Evening High School Completion Program (the fifth and last of such four-year evaluations of graduates) aimed at pinpointing the program's benefits to the graduates in the education, social/personal, and financial areas. Thirty-two of the 41 graduates responded to the mailed questionnaire; which elicited demographic, occupational, educational, financial, social, personal, and program evaluation information from the respondents. Twenty-six tables analyze the results, which indicate that, of the respondents: two-thirds realized job changes and/or promotions; more than half were better off financially, and 91% reported being better off socially as a result of the program; nearly a third continued their education since graduation; most reported much improvement in knowledge as a result of the program; virtually all were as enthusiastic about the program as they were a year after graduation; and most experienced increasing educational and financial benefits with the passage of time. The study concludes that such high school completion programs should be continued, but, equally importantly, renewed efforts should be made to prevent dropouts from leaving school. The survey questionnaire and accompanying cover letters are appended.

Note: For follow-up study of 1967-68-69 classes see ED 074 348; for follow-up of 1969 class see ED 074 326; for follow-up study of class of 1970 see ED 095 290. Related documents are ED 029 222, ED 047 260, ED 049 443, ED 049 450, ED 060 425, ED 062 620. See Also 076 885 in this directory.

See Also: 5300 Adult Secondary Education

- 117 GRADUATE FOLLOW-UP STUDIES: HOW USEFUL ARE THEY: Smedley Rande H.; Olson, George H. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 1, 1975). 28 p. (ED 109 431), EDRS price, MF \$.76, HC \$1.95.

Follow-up surveys may fall prey to several sources of bias and error, among them lack of control over independent variables, lack of item validity and reliability, sampling biases, and observation bias. Two follow-up studies have been dissected to expose inherent limitations: the Texas Education Product Study (TEPS) and Project TALENT. The majority of the follow-up studies (i.e., studying graduates of a previous year) conducted fail to provide adequate information on which curriculum construction and planning can be based. Input is needed to aid in decision-making, however, and the best method readily available to provide this input is the follow-through approach (i.e., identifying a current class of students and following them beyond graduation). This approach comes closer to providing meaningful input by exercising, to some extent, a method of measuring relevant independent variables. Follow-up surveys, as they are commonly practiced, are not worth the time and effort spent conducting them. Follow-through surveys come much closer to producing information relevant to the relationships of concern to decision-makers and therefore prove much more worth the time and effort invested in using this approach.

- 118 IMPACT OF VOCATIONAL EDUCATION RESEARCH AT THE FEDERAL AND STATE LEVELS: PROJECT BASELINE SUPPLEMENTAL REPORT. Miller, Robert; Miller, LaRue W. Northern Arizona University, Flagstaff, AZ. Project Baseline. Oct 25, 1974. 140 p. (ED 099 687), EDRS price, MF \$.76, HC \$6.97.

The report describes the impact on the nation of a nine-year effort in research and development in vocational-technical education. Major impact projects are described: (1) developing and restructuring vocational curriculum, (2) developing pre-vocational curricula, (3) vocational information and guidance systems, (4) management information systems, (5) development of career education, and (6) Statewide commitment. Distribution of Federal funds to the States under the Vocational Education Amendments of 1968 are tabulated, collected information described, and the impact evaluated to provide an interpretation of the overall nine-year effort. Future needs are discussed and suggestions offered. It is concluded that research and development funding has begun to make significant inroads into vital areas of knowledge in vocational education and manpower needs. A 66-page appendix provides: (1) tabulation of research and development funds by State, (2) expenditure profiles, and (3) current status and summary analysis from the U.S. Office of Education Curriculum Branch.

Note: For related Project Baseline documents, see ED 095 309-10.

- 119 LOCATING PEOPLE IN LONGITUDINAL STUDIES. A RESEARCH REPORT AND SUGGESTED GUIDELINES. Crider, Donald M.; And Others. Pennsylvania State University, University Park. Pennsylvania Agricultural Experiment Station. May 1972. 32 p. (ED 072 332), EDRS price MF \$.76, HC \$1.95.

A survey was conducted to evaluate tracking procedures used in longitudinal studies. The study grew out of an effort to locate part of a group used in a 1947-57 longitudinal study. A subsample of 320 was chosen from the 2,344 respondents already located. The tracking methods studies were mail, long-distance telephone calls, community visits and public records. First-class letters resulted in the receipt of return postcards from slightly less than half the subjects. Long-distance telephone calls were successful for about 80 percent of the sample in each community. Community visit tracks were carried out only for those persons not located by telephone. These were initiated at post offices, residence neighborhoods, schools, and the last known employers. This method was more costly than others but led to the location of almost all the rest of the subjects. The use of public records was successful for just 19 percent of the marriage license tracks, 8 percent of the real estate transfers, and 4 percent of the will registrations. All persons located through public records were also located with other tracks. The various techniques led to current addresses for all but two of the persons tracked.

- 120 A LONGITUDINAL STUDY OF OUT-OF-SCHOOL NYC-2 PROGRAMS IN FOUR CITIES REPORT OF PHASE II (RESEARCH SITES AND ENROLLEE CHARACTERISTICS). Walther, Regis R.; And Others. George Washington University, Washington, DC. Manpower Research Projects. Feb 1972. 252 p. (PB-224 788), NTIS price, MF \$1.45, HC \$6.25.

An experimental study group was constituted by placing new NYC-2 enrollees as they enrolled until N's of approximately 125 subjects in each of four sites (Atlanta, Baltimore, Cincinnati, and St. Louis) were achieved. This group was predominantly Black, under eighteen years of age, of less than 10th grade education, and without any vocational preparation. Half the study subjects were young women, about half of whom were mothers. Site study groups are compared in terms of race and sex, and the association of such characteristics as schooling and the provision of day care with race and sex is a factor in differential site results with respect to other enrollee characteristics and to program operations.

- 121 MANUAL FOR THE COLLECTION OF ADULT EDUCATION STATISTICS. WITHIN THE FRAMEWORK OF INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED). United Nations Educational, Scientific, and Cultural Organization, Paris (France). Office of Statistics. June 1975. 68 p. (ED 112 054), EDRS price, MF \$.76, HC \$3.32.

The first 15 pages of the manual provide: (1) background information on the importance of adult education, the need for adult education statistics, the International Standard Classification of Education (ISCED), and the scope of the term adult education; (2) the application of ISCED to adult education and the ISCED classifications (levels, fields, and programs); and (3) the need for national statistical services for adult education with suggested organizational forms and data collection, processing, analysis, and publication techniques. The remainder of the document consists of three appendixes. Appendix A (13 pages) suggests the type of questionnaire and instructions that national statistical offices might wish to send to the parent agencies

which organize programs of formal adult education. Appendix B (12 pages) suggests the type of questionnaire and instructions that national statistical offices might wish to send to parent agencies which organize programs of non-formal adult education. Appendix C (21 pages) defines with respect to scope and meaning the various terms used in ISCED.

- 122 A ONE-YEAR FOLLOW-UP STUDY OF THE THIRTY-SEVEN GRADUATES CLASS OF 1972 OF THE JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM. Gran, James R. Jackson County Adult Evening High School Program, Maquoketa, Iowa. June 1973. 63 p. (ED 076 885), EDRS price, MF \$.76, HC \$3.32.

A one-year follow-up study of the graduates of the Jackson County Adult Evening High School Completion Program was conducted. Thirty-seven mail questionnaires were sent, and follow-up requests were mailed to non-respondents. A total of 34 (91.89%) graduates responded. Among the conclusions reached are the following: (1) ages ranged from 18 to 51, with an average of 29; (2) the vast majority remain in the same geographical area, at least for one year after graduation; (3) nearly half experienced a job change or promotion; 62% of those reported that it was directly or indirectly related to the adult program; (4) more than half reported benefits other than financial ones; (5) nearly all would recommend the program to other non-graduates; (6) all but four felt the amount of work required for graduation was about the right amount; (7) all rated the quality of instruction as good or better; and (8) nearly half indicated that all required and elective subjects were helpful. Recommendations on the basis of this and earlier one- and four-year follow-up studies are made. The questionnaire and cover letters are appended.

See Also: 5300 Adult Secondary Education

- 123 RECHERCHE EN EDUCATION DES ADULTES--A QUEBEC. Belanger, Paul. In Convergence, Vol. 7, No. 2. 1974. pp. 39-45.

An analysis of the research in adult education undertaken in the 1960s in Quebec Province found the majority to be short term studies low in scientific theory and financially supported by sponsors who determine the direction and objectives. (The article is in French; an English abstract is appended.)

- 124 RESEARCH AND INVESTIGATION IN ADULT EDUCATION: 1972 ANNUAL REGISTER. Grabowski, Stanley M., Ed. Syracuse University, NY. ERIC Clearinghouse on Adult Education. Jan 1973. 240 p. (ED 074 333), EDRS price, MF \$.76, HC \$12.05.

This annotated bibliography includes 528 items of research or investigation in adult education, mostly dated from 1971-1972. They cover adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. An abstract is provided for each item. Included is an author index. In addition, an order blank for the ERIC Document Reproduction Service is provided.

- 125 THE RESEARCHERS ROLE IN FACILITATING AN INTERFACE BETWEEN RESEARCH AND PRACTICE IN ADULT AND CONTINUING EDUCATION. Kreitlow, Burton W. 9 p. (ED 073 335), EDRS price, MF \$.76, HC \$1.58.

The researchers' role in moving research outcomes to practice is approached from a practical rather than a theoretical standpoint. The roles researchers have played are: (1) the researcher who conducts studies, writes official reports, and leaves the use of the findings to others; (2) the professional who reports his findings in journals and at professional conferences; and (3) the educator and change agent who considers teaching and public service, as well as research, aspects of the profession. Those accepting the third role accept the idea that interface between research and practice is the researcher's responsibility. Three essentials in bringing about an interface between research and practice are: (1) the research must be relevant to the practitioner; (2) the researcher must be involved in the practice of adult education; and (3) the researcher must communicate research plans, practice and research results to the practitioner. Means of dissemination suggested for the third objective are writing, film, TV, videotape, radio, result demonstrations, models, reports at conferences and inservice programs, personal conferences, and teaching.

- 126 RESEARCH IN THE FIELD OF ADULT AND CONTINUING EDUCATION. Rhodes, Joan. In Adult Leadership, Vol. 23, No. 5. November 1974. pp. 149-50.

- 127 REVIEW AND SYNTHESIS OF RESEARCH ON OCCUPATIONAL MOBILITY. Salomone, Jerome J.; Gould, Betty Ann. Ohio State University, Columbus. Center for Vocational and Technical Education. Available from Product Utilization, The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$5.00). 1974. 130 p. (ED 089 097), EDRS price, MF \$.76, HC \$6.97.

The review and synthesis of the sociological literature on mobility in the United States relies essentially on studies described in professional sociology journals and books written by sociologists. There are three types of sociological stratification: caste, estate, and class. In a class stratified society, the influential factors are education, occupation, and income. Studies generally investigate inter-generational mobility or intra-generational mobility to resolve the conflict of the relationship between occupational mobility and vertical mobility. The factors motivating occupational mobility are based on the values of society. In America, a Protestant work ethic and a pragmatic work ethic were closely interrelated. Many other values are influential in a more limited way. There is also controversy over the amount of mobility, but it is generally agreed socio-cultural considerations are involved as well as labor union and government programs. The consequences of occupational mobility can be either positive or negative and are not restricted by the direction of the movement. The same factors influencing occupational mobility influence vocational education but not necessarily in the same manner or to the same degree. (A nineteen-page bibliography is included.)

- 128 SOCIAL INDICATORS AND PROGRAM EVALUATION. Elliott, Elizabeth. Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April, 1975). 14 p. (ED 110 852), EDRS price, MF \$.76, HC \$1.58.

The paper examines the concept of social indicators as ways of evaluating macro level adult education programs. In general social indicators deal with social factors which affect the quality of life of the population. Social scientists are recognizing the need for both economic and social indicators. Even as the need for social indicators is discussed, the problems which may be associated with their use (questions of measurement, the reduction of social indicators into economic terms, the definition of quality of life) are recognized. Typical social indicators include: health, public safety, education, employment, income, housing, leisure and recreation, and population. In assessing adult education programs with respect to social indicators, the time factor seems to be crucial. In a model evaluation the procedure moves from focusing on a social concern (one source of program objectives) to identifying appropriate social indicators, to collecting evidence, to comparing the evidence to the social indicators. As the program is judged and referred back to the social concern, the cycle starts again, presumably at a more advanced point in relation to the social concern. All adult educators need to work to establish evaluative procedures which attend to qualitative as well as quantitative aspects of program output.

- 129 SOME NOTES ON THE CHOICE OF MEASURE OF ASSOCIATION FOR THE COMPONENT ANALYSIS OF LIKERT SCALE DATA. Keown, Lauriston L.; Hakstian, A. Ralph. Alberta University, Edmonton (Canada). Division of Educational Research. Mar 1972. 22 p. (ED 072 045), EDRS price, MF \$.76, HC \$1.58.

This study involved an investigation of the use of Pearson r , tetrachoric r , ϕ , ϕ/ϕ maximum, and Kendall Tau-B coefficients as measures of association for the incomplete principal components analysis of simulated Likert scale attitudinal data, based on a known factor pattern and possessing different types of severe departures from normality. The results suggested that in addition to being based on few assumptions, Tau-B was most robust, with respect to distributional distortion, with large or small samples, and this coefficient was followed by the Pearson r . The measures based on 2 x 2 tables--tetrachoric r , ϕ , and ϕ/ϕ maximum--tended to be less robust and were seen to be adversely affected by uneven marginal splits, a condition generally present with Likert scale data.

- 130 THEORETICAL AND CONCEPTUAL REFORMULATION OF THE CONCEPT "ANTICIPATORY GOAL DEFLECTION" AND A STRATEGY FOR FUTURE RESEARCH. Curry, Evans W. Paper presented at Annual Meeting of the Southern Sociological Society (36th, Atlanta, Georgia, 1973). 19 p. (ED 091 606), EDRS price, MF \$.76, HC \$1.58.

This paper deals with the broad area of status attainment, attempting to restructure the concept of anticipatory goal deflection (AGD) (distinction between career expectations and aspirations: Kuvlesky and Bealer, 1966) "so as to optimize its integration into a theoretical structure based on sociological and social psychological research and theory." A review of past research on this topic has revealed conflict with the AGD in accounting for

the importance of the goal achieved as well as the achievement per se. A general success index must reflect both personal and social success. The shifting of emphasis from AGD to anticipatory success has created a new concept of AGD which is an inverse function of anticipatory success. A system of relationships, which possesses a systematic logic in terms of sociological and social psychological research and theory, may be represented in a recursive model incorporating two types of anticipatory success, educational and occupational as well as achievement motivation, occupational goal impedance, and status factor. The general model which evolved from this study has yielded nine testable hypotheses; it should be evaluated as a general model and then analyzed controlling for race, sex and race, and sex.

See Also: 6400 Career Education

- 131 TOWARD A BROADER DEFINITION OF RESEARCH. Apps, Jerold W. In Adult Education, Vol. 23, No. 1. Fall 1972. pp. 59-64.

Author qualifies the traditional definition of research and the approach to research.

- 132 TO WHAT EXTENT IS RESEARCH UTILIZED? A TEN-YEAR FOLLOW-UP STUDY. Bolton, Brian; Soloff, Asher. In Rehabilitation Research and Practice Review, Vol. 4, No. 2. Spring 1973. pp. 75-79.

Survey procedures in the follow-up study included notes in rehabilitation journals, questionnaires to persons requesting information on the Scale, and a literature search. Most informative results came from the questionnaire responses.

See Also: 5860 Rehabilitation
6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING

- 133 UNIVERSITY OF TORONTO THESES RESEARCH RELATING TO ADULT EDUCATION: AN INTER-DISCIPLINARY ANALYSIS: 1900-1970. Draper, James A. Ontario Institute for Studies in Education, Toronto (Canada). Department of Adult Education. Nov 1974. 78 p. (ED 107 901), EDRS price, MF \$1.76, HC \$4.43.

The main purpose of the study of theses written at the University of Toronto, is to give examples of research conducted in other disciplines from which adult education might benefit, thus emphasizing the strengthening of the inter-disciplinary nature and awareness of adult education. Part 1 contains annotations of 62 theses, conducted between 1912 and 1970, listed alphabetically by author, conducted mainly in the humanities and social sciences (anthropology, education, English, geography, history, library science, planning, political science, psychology, public administration, social work, and sociology) but considered relevant to adult education. Access to the theses in Part 1 is by way of an author index and a critical concepts index. Theses in Part 2 are not annotated but are listed alphabetically by author under three headings: theses conducted within adult education at the Department of Educational Theory for the period 1965 to 1970; theses conducted within the school of social work between 1948 and 1968; and theses conducted within other disciplines between 1900 and 1969. A list of subject matter headings under which the study was initially organized is appended.

- 134 UPWARD MOBILITY OF LOW INCOME WORKERS. Steinberg, Edward. Institute of Public Administration, New York, NY. July 1973. 141 p. (ED 103 594), EDRS price, MF \$.76, HC \$6.97.

The purpose of the study is to help fill the present gap in our knowledge of the internal labor market, and particularly of the internal mobility patterns of low income workers. Through the analysis of data from two samples, one drawn from New York City and the other from the entire nation, the document explores the determinants of worker "attachment" and the patterns and degree of upward mobility. The document includes a summary of the literature on internal mobility and related questions, discusses the data used (derived from the Continuous Work History Sample of the Social Security Administration), presents findings on the attachment and advancement patterns of low-income workers, and analyzes mobility patterns in three New York City industries (banking, general merchandising stores, and apparel manufacturing). Major findings are summarized in terms of attachment patterns as related to sex, race, and age and advancement patterns. Findings noted as significant were the high degree of firm and industry attachment exhibited by females, particularly in the garment industry, and the success of males in raising their incomes. Implications for manpower policy, and suggested directions for further research conclude the document. Appended is a four-page bibliography.

- 135 YEARS FOR DECISION: A LONGITUDINAL STUDY OF THE EDUCATIONAL AND LABOR MARKET EXPERIENCE OF YOUNG WOMEN. VOLUME THREE. Roderick, Roger D.; Kohen, Andrew I. Ohio State University, Columbus, OH. Center for Human Resource Research. Dec 1973. 100 p. (ED 094 135), EDRS price, MF \$.76, HC \$4.43.

This volume is the third report in a series on a longitudinal study of the educational and labor market experience of young women. The study views the experience and behavior of individuals in the labor market as resulting from an interaction between the characteristics of the environment and a variety of characteristics of the individual, and the study seeks to identify those characteristics that appear to be most important in explaining variations in several facets of labor market experience: participation, unemployment, and mobility. The present report summarizes some of the information yielded by the third round of interviews conducted during the first quarter of 1970. The focus is on the magnitude and patterns of change over the first three years of the study in the educational and occupational aspirations of the young women; in their labor force and employment status, and in their affiliations with particular firms. The report is based entirely on tabular data and is intended primarily as a process report on the longitudinal study. Among the appendixes is a description of the procedure and a copy of the 1970 interview schedule.

Note: See ED 049 376 for initial survey and ED 076 812 for Vol. II.

- 136 A FINAL REPORT OF AN IMPACT ASSESSMENT OF DEMONSTRATION CENTERS AS A DISSEMINATION TECHNIQUE. Ellis, Joseph R. Northern Illinois University, DeKalb, IL. Oct 24, 1974. 70 p. (ED 102 357), EDRS price, MF \$.76, HC \$3.32.

The study reported was designed to provide the research and development unit of a State division of vocational and technical education (D.V.T.E.) with an assessment of the impact of the "demonstration center method" as utilized by the D.V.T.E., including a data-based response to nine specific questions dealing with achievement of objectives; reports of impact; perceptions; pinpointing effective personnel, procedures, and materials; adequacy of planning; facilitating and constraining factors; administrative procedures; warranted modifications; and comparison of results and costs. The 16 demonstration centers encompassed a wide range of interests, emphases, objectives, and activities within the vocational-career education field. The demonstration center technique is used as a means of informing practitioners about a particular program or concept. It is a dissemination technique. Each center is described in the report. The findings were obtained by interview, questionnaire, and observation, and are extensively reported with interpretive commentary. Ten pages of conclusions and recommendations are organized with reference to the original nine questions; the research instruments and correspondence are appended.

- 137 PROBLEMS OF DISSEMINATION AND USE OF INNOVATIONS IN ADULT BASIC EDUCATION: SELECTED RESEARCH FINDINGS AND RECOMMENDATIONS. SUMMARY OF VOL. II OF PLANNING FOR INNOVATION IN ADULT BASIC EDUCATION. DARKENWALD, GORDON G.: AND OTHERS. Columbia University, NY. Center for Adult Education. 1974. 53 p. (ED 095 430), EDRS price, MF \$.76, HC \$3.32.

The document summarizes and highlights the main findings of a large scale research project concerned with the problem of innovation dissemination in adult basic education (ABE) providing an abbreviated, non-technical account of the research and pointing up the implications of the findings for policy decision-making at the State and national levels. The research focused on the Special Projects Program authorized under section 309(b) of the Adult Education Act of 1966. The document contains: (1) a few key observations of the role of the U. S. Office of Education, explaining some of the historical factors that have contributed to problems of 309(b) dissemination; (2) analyses of a selected sample of projects to understand how they function and to look at what is disseminated, to whom, in what ways, and with what success, emphasizing factors that seem to facilitate or inhibit successful dissemination of project outcomes; and (3) discussion of the characteristics of local ABE programs associated with innovativeness generally and with 309(b) adoption in particular. Nine recommendations based on the research findings are presented and a model innovation-dissemination network described.

See Also: 5230 Adult Basic Education - General

1100 ADULT LEARNING CHARACTERISTICS

Concept Formation Visual Perception

- 138 DESCRIPTIVE INFORMATION ON OVER-35 UNDERGRADUATE STUDENTS. DeWolf, Virginia; Lunneborg, Patricia W. Washington University, Seattle, WA. Bureau of Testing. Dec 1972. 17 p. (ED 072 745), EDRS price, MF \$.76, HC \$1.58.

This report summarizes information about the 100 women and 53 men over 35 years of age who entered the University of Washington as undergraduates between Spring 1970 and Autumn 1971. The information was provided by the participants on a biographic survey that was administered at the same time as the Washington pre-college test battery. High school background and early family life, prior education and vocational/educational goals, community and employment activities are covered in addition to current major, class, and academic status. Attention is directed throughout to differences between the sexes of which the most noteworthy findings appear to be the higher secondary school performance and lower aspirations of the females in the sample.

See Also: 4630 Middle-Aged

- 139 IMPLICATIONS OF THE RANK CONCESSION SYNDROME FOR ADULT EDUCATION PROGRAMS: AN EXPLORATION IN SOCIAL ROLES AND PROGRAM EFFECTIVENESS. Pollard, W. Grosvenor, III. In Adult Education, Vol. 24, No. 4. Summer 1974. pp. 255-269.

Theories of rank concession syndrome and "ethnic boundaries" are applied to the study of an American Indian group in rural Wisconsin.

See Also: 4850 American Indians

- 140 INFLUENCE OF COGNITIVE AND AFFECTIVE FACTORS ON ADULT LEARNING: THREE EXPERIMENTAL STUDIES. FINAL REPORT. Grotelueschen, Arden D. Illinois University, Urbana, IL. Center for Instructional Research and Curriculum Evaluation. June 1, 1972. 73 p. (ED 092 800), EDRS price, MF \$.76, HC \$3.32.

After opening with a 13-page review of the literature, the document's main emphasis is on the three experiments included in this report. The specific rationale, procedures and results of the three studies comprise the major portion of the document. The general purpose of Experiment 1 was to ascertain the effects of prior relevant subject matter knowledge, differentially structured introductory learning materials, and differentially sequenced learning tasks on learning acquisition and transfer. Experiment 2 determined the extent to which self-regard and learning performance are influenced by the type and extent of feedback received during stages of a mathematical learning activity. Differential performance by men and women was also investigated. The purpose of Experiment 3 was to find the effects of presenting sets of introductory mathematical learning materials which are differentially structured with respect to a concrete-abstract dimension. The effects of the adult learner's subject matter background and sex on learning and transfer were also investigated. The results of the three experiments are presented graphically and discussed in detail. Included also are a 39-item bibliography, seven appendixes containing pretests, posttests and a personal significance scale.

- 141 INFLUENCE OF SELECTED PERSONAL CHARACTERISTICS AND COUNTY SITUATIONAL FACTORS OF TIME ALLOCATED TO DAIRY SUBJECTS BY EXTENSION AGENTS IN SELECTED TENNESSEE COUNTIES. Northcutt, Sherwin Dean; And Others. Tennessee University, Knoxville, TN. Agricultural Extension Service. Jan 1974. 17 p. (ED 092 726), EDRS price, MF \$.76, HC \$1.58.

The study deals with various predictors of time spent on dairy subjects by Extension agents and predictors of contacts made by agents with dairy clientele. Purposes were to determine the relationships, if any, between various independent variables and groups of independent variables (agents' background and training, county dairy situation, agents' knowledge of dairying, and interest and attitudes of agents toward dairying) and two major dependent variables (amount of time spent by agents on various groups of dairy subjects and the number of contacts made by agents with dairy clientele). A description of methods used and a three-page summary of findings are presented, with six conclusions based on the findings. It was concluded that the overall best predictor of time an agent would spend and number of contacts he would make with dairymen is the number of Grade A dairymen in the county. (Tables of relationships among variables are appended.).

- 142 MIRROR IMAGE CONFUSABILITY IN ADULTS. Wolff, Peter. Wisconsin University, Madison, WI. Research and Development Center for Cognitive Learning. Jan 1972. 15 p. (ED 064 647), EDRS price, MF \$.76, HC \$1.58.

Several studies have indicated that children have difficulty differentiating mirror-image stimuli. In the present study adults were required to classify pairs of horseshoe stimuli as same or different. Response times were compared for stimulus pairs that varied in orientation (left-right vs. up-down). and spatial plane of the pair (horizontal vs. vertical). Stimulus pairs in which the orientation matched the spatial plane of the pair (i.e., horizontal and left-right or vertical and up-down) took longer to classify than stimulus pairs in which these two variables were crossed. These results are interpreted as reflecting the necessity of synthesizing two sources of information in order to compare the former pair types--temporally encoded visual information and directional information from the motor scanning process. Implication for the source of children's difficulty with mirror-image stimuli of this type are discussed.

1120 Mental, Perceptual Abilities

Aptitude - Ability Identification - Tests

- 143 ADULT LEARNING PROJECTS: A STUDY OF ADULT LEARNING IN URBAN AND RURAL TENNESSEE. Peters, John M.; Gordon, R. Susan. Tennessee University, Knoxville, TN. 1974. 222 p. (ED 102 431), EDRS price, MF \$.76, HC \$10.78.

An extension of Alan Tough's original research on adult learning activities, the study surveyed large populations in rural and urban Tennessee to analyze learning patterns of adults engaged in learning projects. Data were collected from random samples of 277 adults in Knoxville and 149 dwellings in Monroe County. Tough's interview technique, an intensive probing of the adult's learning project activities occurring over a period of one year, was used to collect learning project data. Adults in Knoxville completed an average of 4.1 learning projects and Monroe County averaged 3.1 projects, which is below the number reported in related studies. Job-related projects and recreational projects were most popular with adults in both samples, while religious studies were more frequently conducted in the Monroe sample. Three-fourths of the adults interviewed directed their own learning projects, with approximately one-half needing additional help at some point. The major obstacle faced by members of both samples in conducting learning projects was lack of time. Most expressed a desire to continue their education but few desired formal credit. Rural adults seemed to have a low level of awareness of educational opportunities. The appendixes, bound in a separate 137-page volume, contain supplementary materials.

See Also: 2210 Community Education and Development
2735 Coaching, Individual Instruction, Tutoring

- 144 AN ASSESSMENT OF COGNITIVE BEHAVIOR OF ECONOMICALLY DISADVANTAGED YOUNG ADULTS IN NORTH MISSISSIPPI. Wolfe, Lillian S.; And Others. Mississippi University, University. Center for Manpower Studies. Jan 1973. 25 p. (ED 072 295), EDRS price, MF \$.76, HC \$1.58.

This study sought to determine the appropriateness of two conventional intelligence tests for assessing the ability of economically deprived young adults participating in job training programs by comparing their test results with those of the test standardization groups. The Wechsler Adult Intelligence Scale (WAIS), and the Langmuir Oral Direction Test (ODT), were administered to subjects on different days. An analysis of test findings revealed that two of the poverty samples, the Manpower and Vocational Training, were found to be homogeneous. They resembled the WAIS normative sample on means, standard deviations, and correlations, whereas the other group, the Neighborhood Youth Corps, differed significantly. Possible explanations for these discrepancies may be chronological age, sex, or race. Evaluations of these factors were not conducted. The study does show conclusively however, that poverty status alone does not guarantee below-average scores on intelligence tests.

See Also: 4625 Young Adults

- 145 THE EFFECT OF TEACHER EXPECTANCY UPON THE ACHIEVEMENT AND INTELLIGENCE TEST SCORES OF ADULT STUDENTS. Rosenthal, Harriet P. Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April, 1975). 42 p. (ED 110 850), EDRS price, MF \$.76, HC \$1.95.

The primary purpose of this study was to replicate and extend research in the area of teachers' expectancies toward an adult education population in a remedial course, the General Technical Review Course at a military base

in the Southeastern United States. The students, 68 blacks, 27 whites, and 12 Spanish speakers were initially administered an achievement and an I.Q. test. Teachers (three white females and one black male) were informed that the tests were designed to identify "academic spurters." Approximately 20% of the students were randomly designated as "spurters" and the teachers given the "results." At the end of the course, students were again tested and teachers completed an evaluative rating form for each student. For the students, the results indicated that the self-fulfilling prophecy may have operated for the white experimental group but not for the nonwhite experimental group. For the teachers, analyzing the data by high-low achievement within race indicated that teachers credited white students who achieved (they had more personality, they studied better, and they were more personable), but black and Spanish-speaking students who achieved were not credited (the nonwhite high achievers were not differentiated from the nonwhite low achievers). A possible explanation is that "self-induced" teacher biases, prior expectancies based on race, were operating.

- 146 HYPOTHESIS GENERATION, EVALUATION, AND MEMORY ABILITIES IN ADULT HUMAN CONCEPT LEARNING. Cason, Carolyn L.; And Others. Paper presented at Annual Meeting of the AERA (Chicago, Illinois, April 3-7, 1972). 13 p. (ED 064 408), EDRS price, MF \$.76, HC \$1.58.

Studies were made between performance on tests of mental abilities and concept learning tasks; it is pointed out that the researcher is usually confronted with administering large batteries of tests of mental abilities and then analyzing his results with one of the factor analytic techniques. An information process analysis of tests of mental abilities and concept learning led Costello and Dunham (1971) and Costello (1971) to postulate that three intellectual processes underlie performance on these two types of tasks. After testing, the process measures were found to highly correlate with performance on several tests of mental abilities. Using errors on the concept learning problems as a dependent variable, the following types of relationships should exist: (1) SS supplied with hypothesis information should perform better on concept learning tasks; (2) there should be a significant treatment group by hypothesis generation (HG) interaction, and (3) there should be a significant HG by hypothesis evaluation (HE) interaction. Introductory educational psychology students were administered six intellectual process measures. All SS worked two concept learning problems and each SS worked one practice problem and one experimental problem. Two one-hour sessions were used to collect the test and concept learning data. The scores of the six process measures were factor analyzed by the principal-axis method. An analysis of variance was performed. Results revealed a significant treatment main effect, a significant interaction between HE and HG variables.

- 147 SHORT-TERM MEMORY: AN ANNOTATED BIBLIOGRAPHY. SUPPLEMENT II. Fisher, Dennis F. Human Engineering Labs., Aberdeen Proving Ground, MD. Feb 1971. 72 p. (AD-721 656), NTIS price, MF \$.95, HC \$3.00.

This bibliography is an annotated compilation of 198 references dealing with short-term memory. It is added as a second supplement to Short-Term Memory: An Annotated Bibliography, August, 1968. The time period covered is predominantly June, 1969 to December, 1970. References included are arranged alphabetically by author. An alphabetical index of pertinent parameters of investigation as well as topics of interest is also provided.

1160 Psychological, Personality Factors
Creativity - Participant Characteristics
Self Actualization - Self Growth
Attitude Change

- 148 ADULT LEARNER CHARACTERISTICS AND THEIR RESPONSIVENESS TO MULTI-MEDIA INSTRUCTIONAL PROGRAMS DESIGNED FOR AN OPEN UNIVERSITY SYSTEM. Brown, Robert D.; And Others. Nebraska University, Lincoln, NE. State University of Nebraska. 1973. 3 p. (ED 086 158), EDRS price, MF \$.76, HC \$1.58.

Research investigated the relationships between the characteristics of adult learners, aged 17 to 67, and their responses to learning via multi-media instructional programs. Students read materials in accounting and psychology, viewed video lessons and listened to audio tapes; post-treatment data were then collected. Results showed that: (1) the adult learner's educational level, enjoyment of educational television, self-concept, past academic achievement and future educational plans were all positively related to his reactions to innovative techniques; (2) general interest in the lesson was related to the degree to which the learners found the material useful; (3) reactions regarding both interest and usefulness varied for different subjects and different instructional formats; and (4) achievement of post-tests was related to different learner characteristics for different subjects. It was concluded that adult learners reacted positively to the mediated approaches, but that both subject matter and personal characteristics influenced achievement and student acceptance. This suggested that the design of instructional materials for adults in an open learning system will need to consider subject matter at hand, as well as the specific nature of the target population, their interests and their backgrounds.

See Also: 3120 Multi-Media Methods
5650 Nontraditional Study
7510 Colleges, Universities

- 149 COASTAL FISHERMEN OF LOUISIANA: THEIR CHARACTERISTICS, ATTITUDES, PRACTICES AND RESPONSIVENESS TO CHANGE. Pesson, L. L. Louisiana State University, Baton Rouge, LA. Center for Wetlands Resources. Nov 1973. 63 p. (COM-74-10186), NTIS price, MF \$1.45, NC \$3.50.

The study was designed as a means of becoming more knowledgeable about potential audiences so that a more effective extension education program could be developed for the Sea Grant program. The major objective was to identify problems and opportunities for an organization with the capability of delivering effective extension education programs to appropriate audiences through the Sea Grant program. Secondary objectives included the following: (1) To characterize these audiences precisely as to: Personal characteristics--age, education, beliefs, values, attitudes, etc.; sources of information utilized in their operations; and leadership and participation patterns that existed among the various groups and localities; (2) To identify felt needs and problems among the potential audiences; and (3) To determine the basic practices utilized in their operations.

- 150 CREATIVE MEMORY: FIVE SUGGESTIONS FOR CATEGORIZATION OF ADULT LEARNING. O'Hara, Martin; And Others. In Adult Education, Vol. 26, No. 1. Fall 1975. pp. 32-52.
- 151 CREATIVITY OF ADULTS IN LIGHT OF PIAGETIAN THEORY. Sliker, Gretchen Paula. Ph.D. Dissertation, Case Western Reserve University. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106 (Order No. 72-18,739 MF-\$4.00, Xerography-\$10.00). 1972. 137 p.

The relationship between creativity and egocentric thought was studied by testing 90 adult women with the Torrance Tests of Creative Thinking and with a Piagetian instrument. Positive correlations were obtained between egocentric thought and verbal originality, and figural elaboration on both instruments.

See Also: 4655 Education of Women

- 152 DEVELOPMENT OF MOTIVATION ASSESSMENT TECHNIQUES FOR AIR FORCE OFFICER TRAINING AND EDUCATION PROGRAMS: MOTIVATION FOR PILOT TRAINING. Taylor, Calvin W.; And Others. Air Force Human Resources Lab., Brooks AFB, TX. Professional Education Division; Utah University, Salt Lake City, UT. July 1971. 39 p. (AD-751 487), NTIS price, MF \$.95, HC \$3.00.

The study was an investigation into the relevance of motivational factors operating in various Air Force training programs, especially Air Training Command's undergraduate pilot training program. The research project, as a whole, was directed toward understanding motivational factors as they distinguish those who drop out of training from those who successfully complete training. Investigation of the possible motivational factors behind voluntary elimination was designed to lead to the development of a motivational screening device which would reduce the voluntary eliminees from undergraduate pilot training as well as other Air Force training programs; and the development of an instrument which would measure change in motivation as a result of Air Force training.

See Also: 8000 Armed Forces

- 153 EDUCATIONAL VALUES OF ADULT RURAL DISADVANTAGED STUDENTS. AN AFFECTIVE EVALUATION REPORT. Conrad, Rowan W. Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, MT. Research Services Division. July 1974. 15 p. (ED 110 831), EDRS price, MF \$.76, HC \$1.58.

Sixteen educational aims were rank ordered by 188 adult rural disadvantaged family members who were student participants in the Mountain-Plains Program. Results were examined by factor analysis and by the Thurstone (unweighted) scaling method; the factor structure was weak, indicating considerable independence for the individual items. Students ranked a feeling for other people, a continuing desire for knowledge, and emotional stability as their most important aims and a sense of civic responsibility and loyalty to America as their least important aims. The high ranking of personal/interpersonal aims seemed to be contrary to current thinking which assumes practical vocational needs to be those dominant among disadvantaged populations.

The study was seen as strong validation for the Mountain-Plains approach to meeting the needs of disadvantaged populations.

See Also: 2230 Rural Communities

- 154 EFFECTS OF PERSONAL BACKGROUND AND TRAINING ON WORK VALUES OF THE HARD-CORD UNEMPLOYED. Goodale, James G. In Journal of Applied Psychology, Vol. 57, No. 1. February 1973. pp. 1-9.

Exploratory research measured the differences between the work values of newly hired hard-core employees and those of other newly hired workers, to identify background characteristics related to work values and to detect changes in work values as a function of orientation programs. The hard-core sample was involved in a National Alliance of Businessmen effort to hire and train the disadvantaged. The primary contrast between the sample and the middle-class control group in work values was less emphasis by the sample on tendency to keep active on the job, taking pride in their work, and accepting the conventional work ethic, but more emphasis on making money on the job. Significant relationships were found between personal background factors such as educational level, economic maturity, welfare, job involvement, pride in work and the work values. The changes in work values brought about by the training program were negligible and did not differ significantly from those of the control group. The sample regarded the NAB program as helpful in providing chances for gaining jobs. Dissatisfactions included routine, low-level work, poor condition of training materials, and close supervision by company personnel.

- 155 THE EFFECTS OF SELF-ESTEEM AND PERCEIVED PROGRAM UTILITY ON PERSISTENCE AND COGNITIVE ACHIEVEMENT IN AN ADULT BASIC EDUCATION PROGRAM. Cunningham, Phyllis M. Ph.D. Dissertation Abstract, University of Chicago, IL. June 1973. 44 p. (ED 078 291), EDRS price, MF \$.76, HC \$1.95.

A study was conducted to explore the interaction effects of self-esteem level and perceived program utility on the retention and cognitive achievement of Adult Basic Education (ABE) students. A total of 200 Black adult students receiving public assistance and enrolling in an ABE program with a reading level below 8.0 comprised the sample. Two hypotheses were tested: (1) students with high self-esteem viewing the program as having low utility would be early dropouts; and (2) among students viewing the program as having high utility, cognitive gain would be predicted by the level of self-esteem. A self-esteem instrument was administered verbally. Results are given. It was concluded that the conceptualization of utility was inadequate and that any study relating esteem and utility must take into account the different utilities the program offers to the student, and that ABE programs must perform a socialization as well as an educative function.

See Also: 5245 ABE - Participant Characteristics

- 156 EVALUATION OF ATTITUDE CHANGE IN PARTICIPANTS OF THE 1971 ADULT BASIC EDUCATION INDIAN INSTITUTE. Walter, Janice. Oregon College of Education, Monmouth, OR. Sep 1971. 42 p. (ED 101 155), EDRS price, MF \$.76, HC \$1.95.

Forty-six Anglo-Americans, Indians, and Eskimos at an adult basic education institute were sampled with the 52-item Rokeach Dogmatism Scale (fourth edition) to measure their attitude change and to place each individual on an intensity continuum of the attitude. The age and educational characteristics of the sample and procedures used the pre- and post-tests are described. The differences in response between pre- and post-tests are tabulated. The bulk of the document consists of graphs showing pre- and post-test responses for each of the items, presented as raw scores. When changes to a more open-minded attitude were made on the post-test by the Anglo-Americans and Eskimos, they were relatively large changes, or a change on several items. Changes to a more closed-minded attitude for these groups were smaller or on fewer numbers of items. Changes made by the American Indians were opposite to the changes made by the Anglo-Americans and Eskimos. Results on approximately 70 percent of the items indicated open-minded attitudes for all groups. The fifth edition of the Rokeach D-Scale is appended.

See Also: 4850 American Indians
4860 Eskimos
5230 Adult Basic Education - General

- 157 EXPERIENCES IN VISUAL THINKING. McKim, Robert H. Available from Brooks/Cole Publishing Company, 10 Davis Drive, Belmont, CA 94002 (\$5.95). 1972. 171 p.

Visual thinking is composed of three activities: idea-sketching, seeing, and imagining. This book suggests ways that people whose usual way of thinking is in words can turn to a new mode of thinking; preparations for it, including materials, environmental conditions, and an inner state of relaxed awareness; seeing; imagining; and idea-sketching (the faculty of visual thinking that gives birth to ideas). Many activities are included.

- 158 FACTOR ANALYSIS OF POI SCALE SCORES WITH AN ADULT RURAL DISADVANTAGED POPULATION: AN AFFECTIVE EVALUATION STUDY. COUNSELING SERVICES REPORT NO. 18. Conrad, Rowan W.; Pollack, Robert M. Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, MT. July 1974. 13 p. (ED 103 578), EDRS price, MF \$.76, HC \$1.58.

The study examined the Personal Orientation Inventory (POI) scale factor structure using as a population 397 young adult (average age 26) members of rural disadvantaged families of average intelligence attending the Mountain-Plains program. The factor structure was compared with that of a similar study of college students. Tables show factor loadings for 12 POI scales for both studies and partial correlation matrixes for the POI scales characterizing the three factors. Findings indicate that dimensions of positive mental health do not seem to differ markedly between college students (a young population heavily weighed with advantaged persons) and Mountain-Plains students (an older population that is 100 percent disadvantaged). The findings of highly similar factors in the two studies is of particular importance to persons working with populations dissimilar to the largely collegiate group

which has been the predominant focus of POI research. Persons dealing with other ages and social classes can now more confidently use the POI. A POI scale intercorrelation matrix for the 397 students and POI scale description are appended.

See Also: 2230 Rural Communities
4600 EDUCATION OF SPECIAL GROUPS
1750 Counseling, Guidance

- 159 FACTORS ASSOCIATED WITH CLOTHING HABITS AND ATTITUDES AMONG OLDER PERSONS. THE FINDINGS FROM EXTENSION STUDIES. McFatter, Bobbie L. Summary of M.S. Thesis, Louisiana State University, Baton Rouge, LA. Dec 1971. 6 p. (ED 072 357), EDRS price, MF \$.76, HC \$1.58.

To determine some of the factors associated with clothing habits and attitudes and their relationship to social participation among persons 65 years of age and older, personal interviews were conducted with 100 white people, 65 and older. The possible association between the extent of participation and other variables such as attitudes, habits, age, sex, health, education, and income was also studied. An analysis of the data collected showed the following: (1) there was more social participation in the 65-70 years of age group (72%) than in the group 71 and older (28%); social activities participated in most were church services, visiting out of town, and visiting neighbors; there was no significant sex difference in the participation; and higher levels of education and occupational status, as well as fewer health problems were major factors in participation; (2) those with more participation expressed more concern about what others thought of their clothes and gave greater care to personal grooming and care of the home; (3) those who participated more had larger average monthly clothing expenditures; (4) those who participated more were more likely to plan their clothing purchase, but also more likely to buy on impulse; (5) families were the most important source of advice about clothing for both groups; and (6) transportation and tiring easily were the greatest problem for the less participation group, whereas finding a style they liked and getting a good fit were greater problems for those with more participation.

See Also: 7600 Cooperative, Rural Extension

- 160 FACTORS CONCERNED WITH COOPERATIVE EXTENSION WORK WITH LOW-INCOME CLIENTELE IN LOUISIANA. THE FINDINGS FROM EXTENSION STUDIES. Welch, William C. Summary of Ed.D. Dissertation, Louisiana State University, Baton Rouge, LA. Dec 1971. 6 p. (ED 072 356), EDRS price, MF \$.76, HC \$1.58.

All extension professionals employed by the Louisiana Cooperative Extension Service during the entire fiscal year 1971, a total of 378 employees, participated in a study to determine their attitudes toward working with low-income clientele. Data were collected by mail questionnaire, personnel records, and statistical reports from the employees. Of the questionnaires, 355 usable ones were returned. The major dependent variable was an attitude score calculated for each participant by assigning values to answers to eight questions relating to various aspects of low-income work. Results of the data analysis show: (1) that most of the personnel had a

generally positive attitude toward low-income work, with older employees having higher attitude scores; (2) employees who spent most time with low-income audiences had higher attitude scores; also administrators and rural development agents had significantly more positive attitudes toward low-income work; (3) the employees felt that their first audience priority was rural communities; low-income farmers were rated second, followed by commercial farmers; (4) nearly all felt that specialized training was needed; (5) a small majority felt that each extension worker should have responsibility for low-income work; (6) there was general agreement that such work will increase during the next five years; (7) generally, home economics subjects were listed as most important; and (8) the employees felt strongly that educational programs were the most effective strategy for assisting low-income audiences.

See Also: 7600 Cooperative, Rural Extension

- 161 INCREASE IN KNOWLEDGE OF HOMEMAKERS PARTICIPATING IN EXTENSION'S EXPANDED FOOD AND NUTRITION PROGRAM IN SELECTED TENNESSEE COUNTIES, 1973. Horton, Mary Louise; And Others. Tennessee University, Knoxville, TN. Agricultural Extension Service. Aug 1973. 22 p. (ED 092 727), EDRS price, MF \$.76, HC \$1.58.

Information has been lacking as to what characterizes families who show low nutritional knowledge regarding proper foods for their diets, and what characterizes those families who tend to increase in knowledge the most as a result of the Expanded Food and Nutrition Extension Program. This study provides such information. Its purpose was to determine the influence of selected personal and family characteristics of homemakers enrolled in the program upon change in their knowledge of the four food groups. The population included homemakers enrolled at least six months in the program, from ten original program counties; a total of 39.7 families were included in the study. Data were obtained from family record forms secured from the Extension offices. A five-page summary of the findings is presented, and a three-page table summarizes significant relations between homemakers' knowledge of foods in each group and each independent variable.

See Also: 7600 Cooperative, Rural Extension

- 162 AN INTERPRETIVE REVIEW OF SOCIAL SCIENCE RESEARCH ON BEHAVING-VALUING PATTERNS OF LOW STATUS PEOPLE. Boggs, David L. In Adult Education, Vol. 24, No. 4. Summer 1974. pp. 293-312.

This study is an inductive analysis of the relationship between stated purposes for adult education programs and the behaving-valuing processes of potential low status clients as revealed in social science research.

See Also: 4760 Poor.

- 163 LEARNING INTERESTS AND EXPERIENCES OF ADULT AMERICANS. Carp, Abraham; And Others. Educational Testing Service, Berkeley, CA. Mar 28, 1973. 119 p. (ED 097 421), EDRS price, MF \$.76, HC \$5.70.

This document reports on one of a series of three surveys conducted on behalf of the Commission on Non-Traditional Study. The chief purpose of this study is to describe in detail the potential market for adult learning. A second general purpose is to analyze the learning activities of men and women who are engaged in adult learning. To gather this information a survey questionnaire was sent to adults (ages 16 to 60) in a carefully selected national sample of 1,639 households. The document tabulates the data gathered and discusses in detail the various findings of the study concerning the characteristics of adult learners and would-be learners, content of learning interests and activities, credit for learning, reasons for learning, methods for learning, learning locations, barriers to learning, time and cost factors, reporting and guidance, and the desire for a degree. The 14-page questionnaire and the weighting procedures used are appended.

- 164 MOTIVATIONS OF MACON COUNTY, TENNESSEE, MANUFACTURING MILK PRODUCERS. A RESEARCH SUMMARY OF A GRADUATE STUDY. Breeding, James Dumps; And Others. Tennessee University, Knoxville, TN. Agricultural Extension Service. Dec 1972. 16 p. (ED 073 357), EDRS price, MF \$.76, HC \$1.58.

A study was conducted to: (1) determine the characteristics of Macon County manufacturing milk producers and their farms; (2) find out which research verified, recommended manufacturing milk production practices were being used by those in the different butterfat production thirds; and (3) try to establish which factors were influential in producer adoption of the practices. A random sample of 60 producers of the population of 571 was personally interviewed. A profile of the average Macon County manufacturing milk producer was compiled, and statistics concerning the adoption of practices relating to breeding and herd replacement, record keeping and use, feeding and feed production, health and sanitation, and general management were compiled. A comparison of the average high and low producer revealed that the former: (1) was slightly older; (2) was better known to the interviewer; (3) had about 39 percent greater income; (4) had considerably higher per cow butterfat and milk production averages for 1965; and (5) had 10 acres more cropland. A comparison of adoption practices showed that high producers had higher protein ration and that fewer high producers had hay ground. "The regular income" was rated first by 88 percent among things liked about the occupation. Statistics on non-adoption and sources of dairying information were also compiled.

See Also: 7600 Cooperative, Rural Extension

- 165 OPINION LEADERSHIP IN FAMILY LIVING AMONG LOW INCOME HOMEMAKERS IN THE EXPANDED NUTRITION PROGRAM IN OHIO. RESEARCH SERIES IN AGRICULTURAL EDUCATION. Steele, Doris H.; Cunningham, Clarence J. Ohio State University, Columbus, OH. Department of Agricultural Education. Apr 1972. 19 p. (ED 070 955), EDRS price, MF \$.76, HC \$1.58.

To identify selected personal and social characteristics of those from whom low-income homemakers sought advice and information in family living, data were gathered from 131 homemakers who were enrolled in the Expanded Food and Nutrition Program in Cincinnati, Ohio, and from 30 opinion leaders who were identified by the homemakers. A descriptive survey utilizing individual interview techniques was the main procedure used in gathering data, and a few mailed questionnaires were used to obtain information from the opinion leaders. The opinion leaders were those who were named by two or more homemakers as persons from whom they would seek advice and information, based on 10 different hypothetical situations. A self-designation technique of identifying opinion leaders was also utilized, allowing both homemakers and opinion leaders to score themselves on a 0-6 scale. Specific conclusions reached were as follows: (1) there was no significant difference between the ages of the homemakers and the opinion leaders; (2) opinion leaders had achieved a higher educational level; (3) opinion leaders had a significantly higher income than the homemakers, but television and newspapers were utilized similarly by both groups; (5) relatives were used more often by the homemakers as a personal source of information; and (6) opinion leaders had a higher socioeconomic level than the homemakers. Recommendations are made, and a bibliography is provided.

See Also: 4000 Teachers, Leaders, Change Agents

- 166 ORIENTATIONS TOWARD RACIAL PREJUDICE AMONG METROPOLITAN AND NONMETROPOLITAN BLACKS. Kuvlesky, William P.; And Others. Texas A and M University, College Station, TX. Texas Agricultural Experiment Station. Paper presented at the Annual Meetings of the Rural Sociological Society (Baton Rouge, Louisiana, August 1972). 63 p. (ED 065 247), EDRS price, MF \$.76, HC \$3.32.

Extending the analysis begun in a paper by Kuvlesky and Cannon (1971, ED 053 828) on the association of place of residence types in the South with attitudes of Blacks toward race relations in their communities, this paper reports additional findings resulting from data collected in June and July, 1971, from almost 300 homemakers within a preselected set of neighborhoods in central Houston. The study's objectives were to determine to what extent the metropolitan Black women differed from the two types of nonmetropolitan Black women in reference to the perception of racial prejudice directed towards Blacks by local Whites, the desire for racial integration, and the perception of the possibility for racial integration in the local area. A second objective was to determine whether or not the interrelations of these variables differed by place of residence type. It was concluded that place of residence does influence racial orientations of Blacks in the South, that a great deal of intragroup variation existed in degree of prejudice perceived regardless of residence type, and that town residents perceived a higher degree of racial prejudice directed toward them by local Whites than did the other two resident groups. The recommendations for further research included the factors underlying the dramatic variability in degree of prejudice perceived, the desirability of integration, and the perceived possibility of its occurrence.

- 167 PERSONALITY CHANGES IN ADULTHOOD: LITERATURE REVIEW. Glass, J. Conrad, Jr.; Rosenthal, Harriet P. In Australian Journal of Adult Education, Vol. 14, No. 2. p. 65.

- 168 PERSONALITY CHANGES IN AGING: A LONGITUDINAL STUDY OF COMMUNITY RESIDENTS. Britton, Joseph H.; Britton, Jean O. Available from Springer Publishing Company, Inc., 200 Park Avenue South, New York City, NY 10003 (no price quoted). 1972. 222 p.

The specific aims of the investigation reported in this book were: (1) to determine the consistency or change in personality and adjustment of older adults over time and to learn what factors are related to consistency or changes; (2) to study the problem of survivorship by analyzing differences between survivors in regard to socio-psychological correlates of survival; and (3) to investigate the social norms and expectations for the behavior of older persons, to learn how a small community regards its aged members. Chapters of the book are as follows: 1. The Research Problem; Stability and Survival of Older Community Residents; 2. The Setting and the Study Populations; 3. Continuity and Change in Personality and Adjustment; 4. Aging and Survival; 5. The Place of the Old in a Small Community; 6. Summary and Interpretation. The 12 appendixes are: A. Press Release, 1965; B. 1955 Information Sheet; C. 1955 Interview Schedule; D. 1956 Interview Schedule; E. Thematic Apperception Test Rating Sheet, and Outline for TAT Analysis; F. The Judge's Rating; G. Interviewer's Report; H. Community Rating, Panelist Interview; I. Organization Leader Interview; J. Professional Services Interview; K. Community Rating, Q-Sort Items; and L. Community Rating, Q-Sort Recording Sheet. Numerous references and a subject index are provided.

- 169 POLLUTION ATTITUDES, KNOWLEDGE AND BEHAVIOR OF FARMERS AND URBAN MEN. Kronus, Carol L.; Van Es, J. C. Revised version of paper presented at the Rural Sociological Society Meetings (Baton Rouge, Louisiana, August 1972). 28 p. (ED 073 337), EDRS price, MF \$.76, HC \$1.95.

Data were gathered through telephone survey of a random sample of 91 urban men and 97 farm operators to study pollution attitudes, knowledge, and household pollution abatement behavior among urban residents and farmers. The results indicate that urban men are more concerned about pollution, more willing to allocate tax money to clean up pollution, have greater knowledge about the pollution of the city water supply, and are more likely to practice pollution abatement in their households. Demographic and socioeconomic background characteristics are better predictors of attitudes than of behavior. Analyses of the simultaneous effects of background variables and attitudes yield little about variables affecting knowledge acquisition, but indicate that pollution behavior is related to both situational factors (marital status among urban men, older age among the farmers) and attitudinal concern. It is argued that adherents to voluntaristic strategies of pollution abatement are essentially displaying a rationale for inaction.

See Also: 2230 Rural Communities
2240 Urban Environments

- 170 PSYCHOLOGICAL CHARACTERISTICS OF NON-COMPLETERS: AN AFFECTIVE EVALUATION REPORT. GENERAL REPORT NO. 1. Conrad, Rowan W. Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, MT. July 1974. 17 p. (ED 103 574), EDRS price, MF \$.76, HC \$1.58.

In an attempt to evaluate and minimize the dropout problem 26 non-completing, two-parent families leaving the Mountain-Plains program prematurely were selected for study on the basis of availability of entry scores on the Personal Orientation Inventory (POI) and the 16 Personality Factor Questionnaire, Form E (16 PF). Scores for this group were compared to entry norms for the overall Mountain-Plains student population in an attempt to examine questions related to dropout characteristics. Dropouts were distinguished from norms by a preponderance of negative descriptions for both males and females, somewhat more so for females. Implications of these findings for the Mountain-Plains program are briefly explored.

See Also: 1700 Retention

- 171 RACIAL ATTITUDES OF ONE GROUP OF ADULT EDUCATORS. Whaples, Gene C. Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 16-18, 1975). 32 p. (ED 110 841), EDRS price, MF \$.76, HC \$1.95.

The study examines attitudes toward Blacks of 127 randomly selected county level white 4-H and youth professionals in 12 Northeastern States (a 98% response rate). The subjects were randomly divided between one control and one treatment group and administered the Situational Attitude Scale, a racial attitude measurement instrument consisting of 10 bipolar semantic differential scales for each of 10 personal or social situations. The data indicate that the attitudes of white 4-H and youth professionals in the Northeastern Region of the U. S. are different toward Blacks than toward Whites (confirmed in 18 of the 100 items and 3 of the 10 situations). Support was not found for the four sub-hypotheses: that females have more negative attitudes toward Blacks than do males, that older professionals have more negative attitudes toward Blacks than do younger professionals, that persons who lived in a primarily rural environment during ages 1 to 10 hold more negative attitudes toward Blacks than do those who lived in a primarily urban area during those years, and that persons who are not members of an integrated staff at the professional level hold more negative attitudes toward Blacks than do those who are members of an integrated staff.

See Also: 7600 Cooperative, Rural Extension

- 172 THE RELATIONSHIP OF SELECTED ASPECTS OF ATTITUDE, PERSONALITY, AND ACHIEVEMENT TO THE POST-HIGH SCHOOL EMPLOYMENT OF SENIOR STENOGRAPHIC STUDENTS. Reid, Jayne. Paper presented to the American Educational Research Association (Chicago, Illinois, April 10, 1974.) 7 p. (ED 092 791), EDRS price, MF \$.76, HC \$1.58.

Predictors of occupational choices and of on-the-job effectiveness for graduates of secondary school stenographic training programs were investigated. Prior to graduation, 192 stenographic students were tested in measures of attitude, personality, and stenographic achievement. These students were then classified according to occupational choices made, with employer

evaluations being obtained for those in office occupations. Attitude toward dependability and motivation for original coursework enrollment were significantly related to occupational choices. Personality variables were significantly related to employer evaluations, but the most significant correlates of employer evaluations were I. Q. score and performance on the National Business Entrance Examination stenographic examination.

See Also: 6510 Skills

- 173 THE RELATION OF VOCATIONAL ASPIRATIONS AND ASSESSMENTS TO EMPLOYMENT REALITY. Gottfredson, Gary D.; And Others. Johns Hopkins University, Baltimore, MD. Center for the Study of Social Organization of Schools. Sept 1974. 24 p. (ED 103 662), EDRS price, MF \$.76, HC \$1.58.

A typology (Holland's classification scheme) was used to organize Census data about kinds of employment, survey data about people's aspirations, and the results of vocational assessments made with and without norms for men and women at two educational levels--some high school or above, and some college or above. Results indicate that kinds of employment differ greatly for different educational levels and between the sexes. The distribution of people's aspirations resembles the distribution of actual employment with some notable exceptions. Results also indicate that the use of sex-based interest inventory norms is unrealistic because they create distributions that diverge greatly from the distribution of actual employment. Some implications of the congruence between kinds of people and their employment are discussed for vocational guidance, test development and career development research and theory.

See Also: 6500 Career Education

- 174 REVIEW AND IMPLICATIONS OF JOB SATISFACTION AND WORK MOTIVATION THEORIES FOR AIR FORCE RESEARCH. Tuttle, Thomas C.; Hazel, Joe T. Air Force Human Resources Lab., Lackland AFB, TX. Occupational Research Division. Jan 1974. 76 p. (ED 099 551), EDRS price, MF \$.76, HC \$4.43.

The purpose of this report is to: (a) review certain major theories of work motivation, particularly as related to job satisfaction, (b) distill from such theories and other research, implications for an Air Force job satisfaction research program, and (c) provide a comprehensive bibliography of satisfaction/retention studies. The theoretical positions considered were two-factor, equity, instrumentality-expectancy, Cornell studies of satisfactions, and need-fulfillment. It was concluded as a result of the review that the military services have made some use of theories in job satisfaction/retention research (mostly two-factor and need-fulfillment), and use of other theoretical developments is increasing. Apparent needs consist of defining job satisfaction in the Air Force and studying variables that may produce satisfaction/dissatisfaction. A general model of satisfaction was devised to provide a conceptual framework for further systematic inquiry regarding the relationship of job satisfaction, performance, tenure, and other relevant variables. (An 11-page bibliography is included.)

See Also: 8000 Armed Forces

- 175 THE ROLE OF THE WIFE IN FARM DECISIONS. RURAL SOCIOLOGY MONOGRAPH NUMBER 5. Sawyer, Barbara. British Columbia University, Vancouver (Canada). Adult Education Research Centre. 1974. 104 p. (ED 106 533), EDRS price, MF \$.76, HC \$5.70.

The study investigated the farm wife's role in decision-making related directly to general farm matters and to the adoption of agricultural innovations. Data were collected in personal interviews of 67 farm wives; statistical analysis yielded five major findings, including: (1) wives seeking information about farm matters were also likely to participate in decisions about those matters; (2) wives who participated in farm tasks tended to participate in decision-making; and (3) the husband's acceptance of agricultural innovations was not associated with his wife's involvement in decisions. Income, farm size, and number of children were negatively associated with the wife's involvement in decision-making. Three independent factors, labeled "wife's business-partner role," "age," and "socioeconomic status," were reflected in the interrelationships among all variables. The clustering of variables concerning the wife's farm activities suggests a package of behaviors associated with her role as farm business partner. The strong relationship between the wife's involvement in farm decisions and her information-seeking activity suggests that such wives might be potential candidates for the Agricultural Extension Service. The study has used the same population involved in four earlier research studies, allowing different aspects of innovation-adoption behavior within the group to be observed.

Note: For related documents, see ED 011 098, ED 012 882, and ED 039 432-3.

See Also: 2230 Rural Communities

- 176 SELF-ACTUALIZATION AND ADJUSTMENT IN RETIREMENT: IMPLICATIONS FOR PROGRAM DEVELOPMENT. Keahey, Scott P.; Seaman, Don F. In Adult Education, Vol. 24, No. 3. Spring 1974. pp. 220-226.

The study investigated the utilization of self-actualization concepts in the development of educational programs to aid successful adjustment in retirement, and determined that self-actualizing concepts are definitely involved with successful adjustment to retirement.

See Also: 4635 Older Adults

- 177 SELF-ACTUALIZATION IN A RURAL DISADVANTAGED POPULATION: LEVEL OF DEVELOPMENT AND PROGRAM UTILITY. Conrad, Rowan W.; McMahon, S. Lynne. Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, MT. Mar 8, 1974. 33 p. (ED 105 075), EDRS price, MF \$.76, HC \$1.95.

The Personal Orientation Inventory (POI) was administered to 108 rural disadvantaged students entering the six-State regional Mountain-Plains program. Results indicate a low degree of self-actualization on all scales versus normal adults with no differences observed by sex and only one among States. Ethnic group differences are, however, observed on four scales. In light of Maslow's later conceptualizations, and the nature of the Mountain-Plains program, self-actualization per se does not appear relevant as a general in-program objective for direct attention in educational programs

with disadvantaged young adults despite the highly significant differences observed. Rather, self-actualization is seen as relevant only as an ultimate objective for which only foundation work can be accomplished.

See Also: 2230 Rural Communities
4750 Disadvantaged Groups - Minority

- 178 SOCIOBEHAVIORAL APPROACH TO ENHANCING ADAPTIVE BEHAVIOR AND REDUCING DEVIANT BEHAVIOR OF ADULTS IN A LEARNING GROUP. Edwards, Dan W.; Jahns, Irwin R. 1973. 23 p. (ED 092 751), EDRS price, MF \$.76, HC \$1.58.

The purpose of this study was to determine the applicability of sociobehavioral principles and techniques for influencing or changing the behavior of adults in a learning group. The behavior on which this study focused was off-task behavior, defined as that behavior inconsistent or incongruent with the lesson plan for that particular day, or with the subject being discussed. Behavioral data were collected through the use of video tape equipment and an instrument developed by the experimenters. Working hypotheses stated that: (1) the level of off-task behavior, demonstrated before the experimental condition would decrease when the three variables of social reinforcement, extinction, and a discriminative stimulus were applied as the experimental condition; and (2) the level of off-task behavior would return to its pre-experimental level when systematic social reinforcement was removed. The findings corroborated these hypotheses. It was concluded that systematic social reinforcement was a necessary condition for bringing about behavioral change, but the data did not permit speculation on whether social reinforcement alone would have effected the observed results.

- 179 TOWARD APPROPRIATE CHANGE IN BEHAVIOR MEASURING KNOWLEDGE, ATTITUDE AND SKILLS IN CONTINUING EDUCATION. Lynch, Lillian. In Journal of Continuing Education in Nursing, Vol. 3, No. 5. September-October 1972. pp. 6-10.

As a result of the program described, "the behavior of a significant number of nurses was changed in three areas."

See Also: 5850 Medicine and Health

- 180 UNDERSTANDING THE NEW EMPLOYEE THROUGH AN ATTITUDE SURVEY. Cummings, Paul W. In Journal of Continuing Education and Training, Vol. 2, No. 1. August 1972. pp. 71-87.

Survey seeks to assess certain predetermined work attitudes of a group of younger employees so that several training programs applicable to the employees and their supervisors could be initiated in the future.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING

- 181 URBAN-RURAL DIFFERENCES IN JOB SATISFACTION. Fossum, John A. In Industrial and Labor Relations Review, Vol. 27, No. 3. April 1974. pp. 405-409.

In an experimental study of job satisfaction, 74 women, equally divided between urban and rural backgrounds, were hired to perform a repetitive clerical task for three hours. Tests showed no significant differences in task performance; however, rural subjects were found to be more satisfied with the task and pay than urban subjects.

See Also: 4655 Education of Women
6600 Clerical, Sales

- 182 VARIATIONS IN ATTITUDE TOWARD AGING AS A FUNCTION OF EDUCATIONAL LEVEL. Thorson, James A. Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 17, 1975). 12 p. (ED 110 845), EDRS price MF \$.76, HC \$1.58.

The study reports on the use of the Kogan Old People (OP) scale, a 34-item Likert scale, in a variety of research applications. In the study's first phase, 59 subjects from three different training programs dealing with the elderly completed the OP scale. The results of this phase indicated that attitude toward old people became more negative as age of respondent increased. From these results it was hypothesized that race and social class might also affect attitudes toward old people. In phase two a group of high school students, all at nearly the same age and educational level, completed the OP scale. Grouping the respondents according to race and class produced no consistent pattern of differences in mean scores. Grouping the two samples indicated that no consistent pattern or increase in positive attitudes can be demonstrated by subjects' age. However, respondents having one or more years of higher education had a more positive attitude than the non-college group. Thus, among the groups tested, years of education appears to be an important factor contributing to variation in attitudes toward the aged. Sampling procedures were not random, so the results are not generalizable to a larger population.

- 183 VARIATIONS IN ATTITUDES TOWARD THE AGED HELD BY SELECTED GROUPS IN THE SOUTHERN UNITED STATES. Thorson, James A. Paper presented at the International Congress of Gerontology (10th, Jerusalem, Israel, June 27, 1975). 11 p. (ED 113 541), EDRS price, MF \$.76, HC \$1.58.

A three-part study has been conducted over the past several years to isolate and describe correlates of attitudes toward the elderly. The paper briefly summarizes the first two parts of the study and concentrates on its concluding portion. Data from the first part of the study indicated that younger and more well-educated subjects displayed more positive attitudes toward the elderly. Data from the second part of the study showed little relationship between the variables race and socio-economic status and attitudes toward the aged. The third part of the study tested for relationships between personality characteristics and attitudes toward old people. It was hypothesized that persons high in the trait of nurturance would have more positive attitudes toward the elderly. Data collected using the Edwards Personal Preference Scale showed positive attitudes correlated with high scores for

the traits of intraception, nurturance, and endurance. However, demographic factors seem to be more important determinants of attitudes toward old people than are the personality items. Data indicate that females, subjects who are older, and subjects having a higher number of years of education have more positive attitudes toward old people. A list of references is included.

- 184 WORK ATTITUDES OF DISADVANTAGED BLACK MEN: A METHODOLOGICAL INQUIRY. Springer, Philip B.; Anderson, Sydney C. Bureau of Labor Statistics (DOL), Washington, DC. 1972. 34 p. (ED 066 612), EDRS price, MF \$.76, HC \$1.95.

A series of 185 interviews in the San Francisco Bay area, conducted by 15 young Black men with college backgrounds, dealt with the employment-related experiences, problems and attitudes of a random sample of Black males who were participants in one of four Federal and private Manpower programs, or were labor force nonparticipants. Comparisons were made among those who had taken jobs and stayed, those who had left jobs, those labor force nonparticipants who had worked at some time, and those who had never worked. Various attitudes were examined in relation to labor force participation and duration on a job. Discontent with work norms, perceived discrimination, and a preference for hustling (illicit behavior) were related inversely to labor force participations, while the importance of home and family, the drive to get ahead, and some commitment to work values were related directly. Favorable perceptions of the current job showed the strongest relationship to duration on a job. Job "stayers" were more likely to be from the South. Fifty-five tables present the data. A description of the interviewers' interaction with the respondents and suggestions for further research are included.

See Also: 6550 Unskilled, Low Aptitude, Disadvantaged

- 185 WORKERS' CENTRAL LIFE INTERESTS AND JOB PERFORMANCE. Dubin, Robert; Champoux, Joseph E. In Sociology of Work and Occupations, Vol. 1, No. 3. August 1974. pp. 313-326.

The study focuses on determining whether supervisor's evaluation of the performance of their blue-collar subordinates are consistent with the central life interests of the workers being appraised.

See Also: 6200 MANAGEMENT, SUPERVISION
6550 Unskilled, Low Aptitude, Disadvantaged

1260 HIGH SCHOOL EQUIVALENCY TESTS & CERTIFICATE

- 186 A COMPARISON OF PSYCHIATRICALY ILL ADULTS AND NON-PSYCHIATRICALY ILL ADULTS SUB-TEST SCORES ON THE TEST OF GENERAL EDUCATIONAL DEVELOPMENT. Wurster, Stanley R.; Whitt, Dennis D. Dec 1972. 26 p. (ED 072 351), EDRS price, MF \$.76, HC \$1.95.

The purpose of this study was: (1) to examine the scores achieved by psychiatrically ill adults who successfully passed the test of general educational development while patients at the Arizona State Hospital; (2) to examine the scores achieved by non-psychiatrically ill adults who successfully passed the test of general educational development; and (3) to determine if there was a significant difference in the scores attained on the five sub-tests of the test of general educational development between psychiatrically ill adult and the non-psychiatrically ill adult. The null hypothesis tested was: there is no significant difference between the scores attained on the five sub-tests of the test of general educational development between the psychiatrically ill adult and the non-psychiatrically ill adult. A review of research literature did not reveal educational research studies that were directly pertinent to the study. Both the group of ill adults (43, ages 17 to 58) and the non-ill adults (143, ages 17 to 61) had successfully completed the test of general educational development. The means of the two groups on the five sub-tests were analyzed by use of the T-test. Analysis of the data showed the following: (1) there is no significant difference in the mean scores of the two groups at the .05 level of significance on sub-test 1 (expression) and sub-test 2 (literature); and (2) there is a significant difference in the mean scores of the two groups at the .05 level of significance on sub-test 2 (social studies), 3 (natural science), and 5 (mathematics).

See Also: 5000 Mentally Disabled

- 187 COSTS AND BENEFITS OF DELAYED HIGH SCHOOL COMPLETION. Dhanidina, Lutaf; Griffith, William S. In Adult Education, Vol. 25, No. 4. Summer 1975. pp. 217-230.

The investigation assessed participant perceptions of the costs and benefits of earning a GED high school equivalency certificate. Regression analyses revealed that current income is a better predictor of future earnings than age, anticipated schooling, and anticipated occupation and salary increases for 1968 to 1971, collectively.

See Also: 5300 Adult Secondary Education

- 188 DERIVING AND USING A TABLE OF GED SCORES EXPECTED FROM SPECIFIC ITED SCORES AND SOME ANCILLARY FORMS FOR ABCE STUDENTS. Brant, Elaine E. Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 18, 1975). 34 p. (ED 112 031), EDRS price, MF \$.76, HC \$1.95.

The paper states and proves three propositions regarding the usefulness of the ITED (Iowa Tests of Educational Development) in preparing adult basic education students to take the GED tests. The first proposition, that the ITED can be a useful practice test for GED candidates, is supported by the

fact that the philosophy, objectives, subtest titles, and formats are similar in the two tests. Proposition two, that performance on the ITED correlates positively with performance on the GED, and therefore can be used to predict scores on the GED, is supported by a series of investigations which demonstrated that the ITED Reading Comprehension test scores can be used to predict (with 75% confidence and within five points) an individual's average score on the GED in science, social studies, and literature. Proposition three, that various criteria levels of GED performance are identifiable for various student goals, is demonstrated by the construction of two grids, one an item analysis and the other an individual profile sheet, which together can help students and instructors graphically analyze individual students' needs to attain skill levels meeting their chosen criteria levels.

See Also: 5230 Adult Basic Education - General

- 189 DEVELOPMENT OF A PERFORMANCE ASSESSMENT SYSTEM FOR THE CENTRAL NEW YORK EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM: AN EDUCATIONAL ALTERNATIVE FOR ADULTS: A PROGRESS REPORT. Nickse, Ruth S. Syracuse University Research Corp., NY. Regional Learning Service of Central New York. Apr 1975. 34 p. (ED 110 740), EDRS price, MF \$.76, HC \$1.95.

The report describes the development of an alternative performance assessment procedure for certifying adults at the secondary school level in the New York External High School Diploma Program. Unlike standardized group tests, the alternative method is characterized by such features as flexibility in time and location of testing, variety of communication methods, and continuous feedback to students. The program's first developmental objective for 1974-75 was a field test demonstration. Preparatory steps for the field test included defining performance criteria (translating generalized competencies into behavioral terms, with accompanying performance indicators), designing assessment components (developing diagnostic procedures and procedures for assessing generalized and individualized competencies), and designing the operational form of the assessment system. Later steps included pre-testing the assessment system (selection and recruitment of subjects and observers, and method of testing), and defining the role of the learning consultants (program development, counseling adult learners, and administering tests). The second objective, the awarding of diplomas, included gathering information on the program's first 20 graduates for later use in program revision. Objective three, the production of a final external diploma assessment package, will require additional time to accomplish.

- 190 A FOLLOW-UP STUDY OF ADULTS PASSING THE GENERAL EDUCATION DEVELOPMENT TEST UPON COMPLETION OF PREPARATION IN A KENTUCKY ADULT LEARNING CENTER DURING FISCAL YEAR 1973. Nave, Wallace K. Western Kentucky University, Bowling Green KY. Office of Continuing Education. Jun 1974. 44 p. (ED 095 402), EDRS price, MF \$.76, HC \$1.95.

The primary purpose of the study was to ascertain the present employment status, plans for future education, attitude toward existing local educational programs, and attitude toward education in general of the 629 adults who passed the General Education Development (GED) test after preparation at one of the 14 learning centers in Kentucky during fiscal year 1973.

Existing on-file records and a mailed questionnaire furnished the data employed to present a general description of the subjects in the study. Non-respondent bias is analyzed and a large portion of the document deals with the analysis of such data as age and sex, race, marital status, highest grade completed, reason for leaving school, other school experiences, employment status, and attitudes. Conclusions are drawn regarding the need for and justification of continuing and/or expanding adult education opportunities. Twenty eight tables offer concise data analysis and appendixes provide data collection instruments, letters to GED graduates and unsolicited comments by respondents.

- 191 IN-SERVICE AND POST-SERVICE BENEFITS OF GED PROGRAM PARTICIPATION. Beusse, William E. Air Force Human Resources Lab., Alexandria, VA. Manpower Development Division. Dec 1972. 40 p. (ED 095 396), EDRS price, MF \$.76, HC \$1.95.

This study analyzes the benefits which accrue to servicemen who participate in and pass the GED equivalency tests. Achievement of GED equivalency was found to result in tangible benefits for the individual, both while in the service and in civilian life. GED recipients attained higher pay grades than those who did not receive equivalency certification. In civilian life, GED recipients were more likely to be employed in higher paying, more prestigious occupations. Also, GED holders had higher mean weekly earnings than non-high school graduates with a GED. Receipt of an official State certificate was found to increase the level of benefits which the individual received in civilian life.

- 192 RELATIONSHIP OF EDUCATION LEVEL TO CAPABILITIES AND ATTITUDES OF YOUNG ENLISTED MEN. Melching, William H.; And Others. Human Resources Research Organization, Alexandria, VA. Oct 1972. 38 p. (ED 072 370), EDRS price, MF \$.76, HC \$1.95.

The objective of this research was to determine the feasibility of developing a functionally oriented General Educational Development (GED) program. To obtain information about problems of adaptation common to undereducated men, and to obtain information about knowledges and skills such men may not have, an achievement test/attitude questionnaire was administered to a large group of enlisted men. The instrument was designed to assess men's attitudes and skills with respect to financial, health, insurance, legal, and interpersonal problems. Men who took the test ranged in education level from less than 8 years to over 16 years. Higher educated men performed significantly better on the achievement test than did lower educated men, but high school dropouts (education level 9-11 years) consistently scored lowest of all. When attitude scale items were categorized as reflecting good vs. poor attitudes, poor attitudes decreased as education level rose. The results showed a strong correlation between errors on the achievement test and percentage of poor attitudes.

See Also: 8000 Armed Forces

- 193 STATISTICAL TABLE ANALYSIS (200) SUCCESSFUL GED STUDENTS. Dowling, E. D.; Lash, P. L. Illinois State Office of the Superintendent of Public Instruction, Springfield, IL. Department of Adult Education. 97 p. (ED 109 335), EDRS price, MF \$4.76, HC \$4.43.

The purpose of the study was to determine what factors affect success in passing the General Education Development (GED) exam. Using data gathered between 1960 and 1972 from 200 successful GED students at the Mattoon Area Adult Education Center, IL, the authors developed frequency distribution charts to characterize the students and scattergrams to reveal correlations among: age, hours spent in GED classes, GED scores, arithmetic computation, Stanford Arithmetic Reasoning scores, and language usage. The population was primarily midwestern, rural, and white and was classified as public aid recipient or non-public aid trainee. Findings indicated that age is not relevant to GED success, and there were high correlations between language usage and reading, reading and arithmetic reasoning, and reading and arithmetic computation.

- 194 A STUDY OF THE ACHIEVEMENT LEVEL CRITERIA FOR NONVETERAN ADULT STUDENTS' ELIGIBILITY FOR TAKING THE TEST OF GENERAL EDUCATIONAL DEVELOPMENT IN LOUISIANA. Dauzat, Sam V.; And Others. 1974. 34 p. (ED 105 185), EDRS price, MF \$4.76, HC \$1.95.

The investigation tested the mean overall grade level placement of senior students in Louisiana secondary schools for the 1973-74 school session to see if they could meet the same standard that was used for adult students as the prerequisite for General Educational Development (GED) testing for the high school equivalency diploma (that is a minimum score of 13.0 with no one area below 12.0 on the California Achievement Test). The State was divided into eight geographical regions, and from a randomly selected parish in each region a randomly selected secondary school was chosen. All senior students (a total of 423) in each of these selected schools were administered the California Achievement Test, Advanced Battery, during the final month of the senior year. The individual overall grade placement of each student was determined, along with the grade placement for each sub-test. The mean overall grade placement level was determined for the sample, and the mean scores for the sub-tests were determined and are presented in table form. The research indicated that the adult student who is approved for GED testing in Louisiana demonstrates an academic performance several grade levels above the mean grade level placement of sample secondary diploma candidates.

1500 PROGRAM PLANNING AND ADMINISTRATION

- 195 LEARNING AT WORK: HUMAN RESOURCES AND ORGANIZATIONAL DEVELOPMENT. Saint, Avice. Nelson Hall Company, 325 West Jackson Blvd., Chicago, IL 60606 (\$10.00). 1974. 333 p.

The book describes what must happen within an organization, both to its framework and its operations and to its instructional-learning process, if the organization and its employees are going to learn and adapt to their work tasks and roles. The major finding was that productive results occur primarily when training and learning are integrated with action needed to solve real organizational problems and accomplish work goals. The book discusses the organizational environment and the training-learning process as they interrelate in real life. Important distinctions between training, learning, and the training-learning process are made. Guidelines are provided for in-plant analysis and for comparison of training practices that permit organizations to formulate improved stratagems for learning. A method is offered for discriminating between productive and non-productive routes. The various chapters discuss the executive's role in the learning process, frameworks and patterns for learning, the manager's role, the relationship between work and learning, and related concepts. Five cases are studied.

1505 Program Planning and Processes

- 196 PRIORITIES FOR EXPERIMENTATION AND DEVELOPMENT IN ADULT BASIC EDUCATION. VOL. I OF PLANNING FOR INNOVATION IN ADULT BASIC EDUCATION. Mezirow, Jack; Irish, Gladys. Columbia University, New York, NY. Center for Adult Education. 1974. 217 p. (ED 094 163), EDRS price MF \$.76, HC \$10.78.

Researchers at Columbia University's Center for Adult Education, using a survey questionnaire delineating a comprehensive range of program areas and specific activities within each area, determined priorities for Adult Basic Education (ABE) Special Projects. The instrument sought the needs and preferences of those most directly involved in carrying out Title III ABE programs: teachers; local, State and regional program directors; staff development directors; and selected professors of adult education. The data obtained from several national surveys utilizing this instrument are presented and analyzed in the document. Highest priority items are identified for all groups of respondents; cross tabulations determine priorities of given subpopulations and the significance of differences among subpopulations. Sample groups are compared (e.g., State vs. local directors), as are the priorities of directors from different regions and program type. Clusters of priorities are determined for certain subgroups, correlation matrices established, and correlated priorities determined for the highest priority items. The analysis was undertaken to suggest Special Projects that could be designed to meet a number of high priority needs simultaneously.

See Also: 5230 Adult Basic Education - General

- 197 A STUDY OF EXTENSION PROGRAM PLANNING AS PERCEIVED BY OFF-CAMPUS FACULTY, LAY LEADERS AND THE GENERAL PUBLIC IN THE SHOW-ME AREA. Campbell, Charles; And Others. Missouri University, St. Louis, MO. Extension Division. May 1971. 26 p. (ED 066 640), EDRS price, MF \$.76, HC \$1.95.

In 1971, the Show-Me Extension Program Planning Unit of the University of Missouri Extension Division was selected for study as an area of program planning. The study was designed to gather information about extension personnel, extension leaders, and the general public in order to help strengthen programs in the area and in the state. Data were collected, by interview, in response to five research questions. The results indicated that (1) the Show-Me faculty primarily used clientele in planning specific events; (2) extension councils did not play a major role in program development; (3) coordination and linkage within program areas was good, but that between program areas could be strengthened by more administrative attention; (4) almost 60% of the population was aware of extension programs such as home economics, agriculture, and 4-H programs, but only 28% were program participants; (5) all three respondent groups identified community-public problems as the most prevalent; (6) there were no area-wide program development committees; the faculty used individual client consultation; and (7) the change to staff specialization on a multicounty basis has made program development more difficult for extension faculty; lay leaders felt that this specialization provided broader program offerings and a better trained staff, although they were concerned about the loss of personal contact.

See Also: 7600 Cooperative, Rural Extension

1510 Assessing Educational Needs

- 198 ADULT SKILLS TRAINING CENTER: FEASIBILITY STUDY. Skalski, John M.; Baratta, Anthony N. Perth Amboy Board of Education, Perth Amboy, NJ. June 30, 1972. 209 p. (ED 071 281), EDRS price MF \$.76, HC \$10.78.

A 4-phase project, this study was conducted to determine the feasibility of a bilingual vocational skill training program for out-of-school youth and adults of the Perth Amboy Hispanic community. Sampled were 494 out-of-school youth and adults in the area. Findings include: (1) there is a significant need for an adult vocational skills training program, (2) the interest shown is widespread and consistent, (3) the training needs are in the areas of auto mechanics, secretarial, general office practice, nursing, business management, practical nursing/nursing aides, social work, cosmetology, carpentry, electrical technology, teaching, machine operation, and clerking.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION
4825 Spanish Speaking

- 199 ASSESSMENT AND PROGRAMMING FOR PERSONNEL DEVELOPMENT IN ADULT EDUCATION--STATE OF IOWA. FINAL REPORT. Henson, Glenn L.; And Others. University of Northern Iowa, Cedar Falls, IA. College of Business and Behavioral Science. June 1973. 209 p. (ED 097 444), EDRS price, MF \$.76, HC \$10.78.

The study assessed current adult education personnel needs in Iowa of people administering and teaching career supplementary courses by surveying 22 administrators, 228 coordinators, 39 teachers, and 662 students. The first phase of the study was the conducting of a workshop for administrators to assess personnel needs and provide programming experience. A needs assessment questionnaire was developed and mailed to workshop participants; the next phases consisted of surveying teachers and coordinators through the questionnaire. Phase four involved contacting a sample of students who had taken career adult education courses in Iowa during 1972 and having them complete a special students' questionnaire. Administrators expressed a need for training in techniques of management, techniques of identifying and assessing community educational needs, and developing systems of evaluating teacher effectiveness. Teachers indicated a strong desire for an area media/curriculum center and familiarity with techniques of teaching adults. Inservice training was viewed as essential, with local mini-sessions a desirable format. The students' survey revealed a very favorable response to the career supplementary program. Approximately two-thirds of the document consists of supplementary appendixes.

See Also: 6400 Career Education

- 200 DEVELOPMENT AND RELIABILITY OF A PRETEST--POSTTEST REHABILITATION SERVICE OUTCOME MEASURE. Westerheide, William J.; Lenhard, Lowell. In Rehabilitation Research and Practice Review, Vol. 4, No. 2. Spring 1973. pp. 15-23.

A study, providing an alternative to traditional closure systems of measurement, explores the reliability and use of carefully anchored rating scales to establish rehabilitation clients' physical, education, and psychosocial functioning and, thus, assess client status or change.

See Also: 5860 Rehabilitation

6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

- 201 AN ECONOMIC APPROACH TO THE EVALUATION OF GENERAL INTEREST ADULT EDUCATION PROGRAMS. Wetmore, Wayne C.; Dickinson, Gary. In Canadian Journal of University Continuing Education, Vol. 1, No. 4. Dec 1974. pp. 1-11.

The article presents the results of an application of the authors' economic model for evaluating general interest adult education programs. Available from: Extension Division, University of Saskatchewan, Saskatoon S7N 0W0.

See Also: 4300 EVALUATION

- 202 THE EFFECT OF A CONCERTED PARISHWIDE EXPANSION EFFORT UTILIZING A VARIETY OF NOVEL METHODS AND TECHNIQUES ON ENROLLMENT IN THE VERMILION PARISH ADULT ACADEMIC EDUCATION PROGRAM. A PILOT STUDY. Vermilion Parish School Board, Louisiana; Louisiana State Department of Education, Baton Rouge. 1965. 121 p.

The purpose of this pilot study was to determine the effects of a comprehensive and concerted parishwide effort on enrollment in the adult education program. A survey of school dropouts and functional illiterates, was made and various methods, techniques and procedures were experimented with to induce them to come back to school to upgrade themselves educationally beyond the illiteracy level and to continue in the program until the high school equivalency diploma was attained. Radio, television, newspapers, church bulletins and community organizations were all involved in supporting the program. It was concluded that substantial gains in enrollment resulted through a concerted parishwide effort.

See Also: 4600 EDUCATION OF SPECIAL GROUPS

- 203 ESTABLISHING CRITERIA FOR INSTRUCTIONAL PLACEMENT ON THE BASIS OF PERFORMANCE ON THE ADULT INFORMAL READING TEST AND A STANDARDIZED TEST. Leibert, Robert E. Missouri University, Kansas City, Mo. Jan 1973. 72 p. (ED 099 666), EDRS price MF \$.76, HC \$3.32.

The project to develop a diagnostic test for adults attending literacy classes was conducted in two phases. First, an Adult Informal Reading Test (AIRT) was administered, scored and interpreted by the project team. These results and guidelines for the advancement of adults in reading materials were communicated to cooperating project teachers, who then conducted the test with a nationwide sample of adults. The tests were scored and interpreted by the project team. Although the national test population was less than half the desired number, it seemed consonant with national statistics collected at the same time. Several areas of investigation led to inconclusive results because of the decline in the sample population size, but it was determined that the project did not succeed in identifying an instructional placement level through the use of the AIRT. Changes in word recognition, accuracy, rate and comprehension of material read orally among adults with similar instructional programs and AIRT pre-test scores varied. It was concluded that the AIRT must still be used primarily as an instrument to measure specific reading performances. (Two forms of the AIRT, relevant data on reading level of the materials, population distribution, and reading scores, are included in the appendix.)

See Also: 5230 Adult Basic Education - General

- 204 GLAZIER (CONST) 865.781--TECHNICAL REPORT ON DEVELOPMENT OF USTES APTITUDE TEST BATTERY. Manpower Administration (DOL), Washington, DC. Training and Employment Service. June 1970. 17 p. (ED 062 434), EDRS price MF \$.76, HC \$1.58.

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing

program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: general learning ability; verbal aptitude; numerical aptitude; spatial aptitude; form perception; clerical perception; motor coordination; finger dexterity; and manual dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included.

- 205 IDENTIFYING ADULT LEARNING NEEDS THROUGH LIFE CHANGE ANALYSIS. Dickinson, Gary. In Literacy Discussion; Vol. 5, No. 4. Winter 1974. pp. 639-48.

The article considers the use of the Holmes Social Readjustment Rating Scale as a device for helping to assess the learning needs of adult basic education participants.

See Also: 5230 Adult Basic Education - General

- 206 AN INVESTIGATION OF SOURCES OF BIAS IN THE PREDICTION OF JOB PERFORMANCE. A SIX-YEAR STUDY. Crooks, Lois A., Ed. Proceedings of an invitational conference held June 22, 1972, New York, NY. 118 p. Available from Educational Testing Service, Rosedale Road, Princeton, NJ 08540 (\$3.00). (ED 073 121), EDRS price MF \$.76, HC \$5.70.

This invitational conference was convened to report the principal findings of a six-year study of possible sources of bias in the prediction of job performance. The research was conducted jointly by Educational Testing Service and the U. S. Civil Service Commission, supported by the Ford Foundation. Data were gathered on test and job performance of ethnic subgroups in three occupations in the federal government. The design of the study permitted a detailed analysis of the differential validity of selected aptitude tests for several kinds of performance criteria. Speakers at the conference were asked to respond to a draft of the technical report, to be published in 1973. Following an introduction to the project and a presentation of the major findings, the papers are provided. The titles and authors of the papers are as follows: "Technical Critique" by Ann Anastasi, "Implications for Employers in Government" by Raymond Jacobson, "Implications for Blacks" by Roscoe C. Brown, Jr., "Implications for Spanish Americans" by Edward J. Casavantes, "Implications for Governmental Regulatory Agencies" by Robert M. Guion, and "Implications for Future Research" by S. Rains Wallace.

See Also: 4825 Spanish Speaking

- 207 METHODS OF LARGE SCALE LITERACY ASSESSMENT. Karlsen, Bjorn. In Literacy Discussion, Vol. 4, No. 3. Sep 1973. pp. 158-71.

After defining literacy as functional literacy, the author discusses sampling techniques for determining the educational level of large groups: the literacy rate approach, the behavioral objectives approach, and the normative approach. He concludes that test development is the most difficult aspect of such assessments.

See Also: 5230 Adult Basic Education - General

- 208 METHODS OF NEEDS ASSESSMENT USED IN CONTINUING EDUCATION PROGRAM DEVELOPMENT AT TWO YEAR COLLEGES IN THE STATE OF NEW YORK. Brown, Brewster W. Sep 10, 1974. 27 p. (ED 103 610), EDRS price, MF \$.76, HC \$1.95.

A survey instrument was mailed to 44 directors of continuing education to determine the methods of needs assessment used for State-supported two-year colleges in New York and compare the range and scope of these methods in relationship to the size of the continuing education programs. All 17 responses served as the basis for the results for three survey questions; 15 responses (two indicated directions were not understood) were further subdivided into "large" and "small" program categories based on the number of credit courses offered. Seven respondents felt their needs assessment procedures were effective; three, somewhat effective; four, ineffective; and three did not respond. A regional approach to needs assessment was thought by four to be useful; six, perhaps; and seven, no. Of the seven methods of needs assessment, informal feedback was used the most by both program categories. Other methods used were: formal citizens advisory council, analysis of State/national needs and interests, written surveys, contact with helping people, review of local mass media, and campus faculty/administration continuing education advisory council. The random sample of area population was used very little relative to less scientific methods. (A seven-page bibliography and the survey instrument are appended.)

See Also: 7700 Junior Colleges, Community Colleges

- 209 A NEEDS ANALYSIS INSTRUMENT FOR FOCUSING TRAINING ACTIVITIES IN COMPLEX ORGANIZATION. Crumpton, John. Paper presented at Adult Education Research Conference (Chicago, IL, Apr 19, 1974). 23 p. (ED 094 104), EDRS price, MF \$.76, HC \$1.58.

Intended for employers concerned about problem solving and communication within their organization, this document outlines a strategy for developing an instrument that would provide objective data rather than impressionistic data. A questionnaire was designed to explore the relationship between the central constructs of problem solving and communication and the organizational climate. Data from the questionnaire were used to identify the obstructive factors and seek solutions to them. The reliability and validity of the questionnaire are discussed in detail. An appendix to the document listing the six possible obstructive factors found in the questionnaire follows a list of references.

- 210 SELF-PLANNED LEARNING: IMPLICATIONS FOR THE FUTURE OF ADULT EDUCATION. Collican, Patricia M. Syracuse University Research Corp., Syracuse, NY. Educational Policy Research Center. Apr 1974. 29 p. Available from Educational Policy Research Center, Syracuse University Research Corporation, 1206 Harrison Street, Syracuse, NY 13210 (SURC-TR74-507, \$1.96). (ED 095 254), EDRS price, MF \$.76.

One of the most important implications for professional adult educators drawn from this review of the literature (emphasizing seven research studies which focus on the individual learner) stems from the increasing evidence that adults plan a great deal of learning for themselves without any assistance or intervention from professional adult educators. The studies indicate that an adult's learning project is a specific, personal, and individualized effort. The need of reliable subject matter resources for self-planned learning projects challenges the adult educator to increase the diversification in "packaging" subject matter (e.g., tapes, cassettes, single topic newsletters, television) for individual learning projects. Learners perceived, probably accurately, that group learning did not fulfill personal goals. Current education models must change; new techniques for building learner goals into group learning activities must be explored. People engaged in self-planned learning need and want help with their learning. How will coordinating mechanisms be formed to provide the necessary counseling, resources, and referrals? Future studies must focus on the major areas and issues of self-planned learning.

See Also: 2735 Coaching, Individual Instruction, Tutoring

- 211 A STUDY OF OPINIONS AND PREFERENCES REGARDING THE ADULT EDUCATION PROGRAM OF THE BRANDYWINE (MICHIGAN) SCHOOL DISTRICT. Bitsko, Suzanne; And Others. Indiana University, South Bend, IN. Brandywine Public School District, Berrien County, MI. July 1974. 48 p. (ED 099 513), EDRS price, MF \$.76.

A compilation and categorization of adult and child interests in the various educational activities and programs of the Brandywine School District (Michigan), the study has implications for improvement of the Brandywine adult education program. A lack of participation in the adult education program has created a need for revision. A questionnaire surveyed personal information, past adult education participation, respondent awareness of the program, and most suitable days for participation. Of 2,116 questionnaires mailed to heads of households, 381 were returned. Of the 590 questionnaires contracted to be delivered by the fifth grade class, 31 percent were returned by the children, while only 13 percent of the mailed questionnaires were returned. Data indicated that 27 percent of the respondents had attended adult classes; 63 percent of the respondents had not. Monday and Tuesday appeared to be the most favorable evenings for program planning. Home improvement (gardening, home repair, landscaping, interior decorating, furniture unholstering, and furniture refinishing) was rated highest by adults. Children's interests were swimming and roller skating. Limitations of the study were the high percentage of non-respondents, the lack of a follow-up to the initial request for data, and some difficulties encountered by respondents in using the questionnaire.

- 212 SUCCESS BREEDS SUCCESS: BASIC STUDIES. 1971-72 REPORT. Tarrant County Junior College District, Ft. Worth, Texas. 1972. 86 p. (ED 068 083), EDRS price, MF \$.76, HC \$4.43.

The commitment at Tarrant County Junior College (TCJC, Texas) to meet the needs of all students, including marginal or high risk students, is reflected in their Basic Studies Program, described in this report. (See ED 049 761 for the 1970-71 report). The program integrates methods, materials, and curriculum for 36 semester hours of Freshman college-level work applicable toward the AA degree from TCJC. Data are presented on criteria used, students, attrition, academic success, follow-up studies, and graduates. Also, aims and objectives are presented for the courses in the curriculum: communications, reading improvement, personality foundations, career planning, humanities, natural science, and social science.

See Also: 7700 Junior Colleges, Community Colleges

- 213 A SURVEY OF "FELT" VERSUS "REAL" NEEDS OF PHYSICAL THERAPISTS. Hiemstra, Roger; Long, Roger. In Adult Education, Vol. 24, No. 4. Summer 1974. pp. 270-9.

A questionnaire survey of physical therapists in Nebraska uncovered a variety of potential needs for continuing education relative to the physical therapy field.

See Also: 5850 Medicine and Health

- 214 USE OF NONREADING APTITUDE TESTS (NATB) FOR SELECTING MENTAL RETARDATEES FOR COMPETITIVE EMPLOYMENT. Carbuhn, Wayne M.; Wells, Ivan C. In Measurement and Evaluation in Guidance, Vol. 5, No. 4. Jan 1973. pp. 460-467.

Factors on the NATB most statistically related to job performance were conceptually similar to Jensen's Level I abilities, Cattell's Fluid Intelligence, Perceptual Speed Dexterity, and Memory. WAIS Verbal and Full-Scale IQs were not significantly related to employment success. Reading skill and other verbal abilities are not essential to NATB performance.

See Also: 5000 Mentally Disabled

1550 Determination, Refinements of Objectives
Task Analysis

- 215 IDENTIFYING EVALUATION ROLES AND DECISION AREAS. Blaney, Jack. In Dialogue, Vol. 1, No. 3. June 1974. pp. 41-50.

Several tools for clarifying program evaluation roles and an outline of educational program components and evaluative questions are presented. Available from: Extension Division, University of Saskatchewan, Saskatoon S7N 0W0.

- 216 REFLECTIONS ON ENDS AND MEANS IN ADULT BASIC EDUCATION. Irish, Gladys H. In Adult Education, Vol. 25, No. 2. Winter 1975. pp. 125-30.

The paper focuses on the need to broaden the objectives of adult basic education instruction in order to make them more relevant to the immediate needs of participants and more germane to the mandate to foster economic independence and social participation.

See Also: 5230 Adult Basic Education - General

- 217 STRENGTHENING A DESIGN FOR EVALUATING A BROAD-AIMED FUNCTIONAL LITERACY AND FAMILY LIFE EDUCATION PROGRAM. Farmer, James A., Jr. In Literacy Discussion, Vol. 5, No. 3. Fall 1974. pp. 421-40.

Techniques are illustrated in this article for strengthening evaluative designs and methodologies relevant to educational programs that incorporate within their broad aims assisting in social problem-solving.

See Also: 5230 Adult Basic Education - General
7020 FAMILY, PARENT EDUCATION

1600 Recruitment of Participants

- 218 A MODEL TO RECRUIT FUNCTIONALLY ILLITERATE ADULTS INTO ADULT BASIC EDUCATION PROGRAMS IN MASSACHUSETTS. Rosman, Mark H. Massachusetts University, Amherst. School of Education. Aug 1971. 115 p. (ED 064 589), EDRS price, MF \$.76, HC \$5.70.

The hypothesis of this study was that a predominantly localized visual-aural recruitment package would be effective in attracting and recruiting functionally illiterate adults into adult basic education programs. In order to test this hypothesis, data pertaining to past and current methods of recruiting students to adult basic education programs were reviewed; a predominantly visual-aural recruitment package was developed professionally and tested in the city of Springfield, Mass.; and actual and potential students were interviewed to assess the efficacy of the package. Data acquired was programmed utilizing the statistical package for the social sciences model. It was concluded that such a method of recruiting potential students is effective, since 19.8% of the individuals enrolling in the

Springfield Adult Basic Education Program during the time of the experiment directly attributed their enrollment to the influence of the recruitment package. This contrasts with 8.1% of enrollments frequently attributed to the influence of the media.

See Also: 5230 Adult Basic Education - General

- 219 RECRUITING AND RETAINING PARTICIPANTS IN A MANPOWER PROGRAM. Lewis, Morgan V.; Eichanan, Cohn. In Industrial and Labor Relations Review, Vol. 26, No. 2. Jan 1973: pp. 842-50.

The ability to provide several different types of services--such as medical aid, day care, and remedial education--within a single administrative framework is the special feature of the Concentrated Employment Program. A study was made of 295 program completers, 93 program dropouts, and 211 potential participants who did not enroll. The sample differed from the national enrollment primarily in the higher proportion of blacks and their longer periods of unemployment. Criticisms of the CEP were mainly confined to problems associated with the jobs that were offered to participants or to desired training programs not offered. Criticism of CEP itself was confined to 3% of the completers and 5% of the dropouts. A survey on job preferences and income expectations indicated that the respondents who did not continue did not have higher aspirations. The difference appears to lie in their perceptions of the effectiveness of CEP. The most important conclusion of the study is that manpower programs must offer real employment alternatives to be successful.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

1650 Selection, Prediction of Success

- 220 THE INTERCHANGEABILITY OF JOB SAMPLE TESTS AND JOB KNOWLEDGE TESTS IN FOUR ARMY JOBS. Vineberg, Robert; Taylor, Elaine N. Human Resources Research Organization, Monterey, CA. 11 p. (ED 073 130), EDRS price, MF \$.76, HC \$1.58.

Extensive job sample tests and multiple choice job knowledge tests were administered to approximately 370 men in each of four army jobs: armor crewman, repairman, supply specialist and cook. Representative tasks in each job were analyzed and skill requirements were identified. This analysis and the correlations between job sample scores and job knowledge scores supported the proposition that knowledge tests are valid for measuring proficiency in jobs where skill components are minimal and where knowledge tests are carefully constructed to measure only information which is directly relevant for performing that job.

See Also: 8000 Armed Forces

1700 Retention

- 221 INDIAN EDUCATION: APPLICATIONS AND LIMITATIONS OF THE MOUNTAIN-PLAINS FAMILY CAREER EDUCATION MODEL: A TASK FORCE REPORT. Jore, Carlotta P.; And Others. Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, MT. Mar 1975 50 p. (ED 109 445), EDRS price, MF \$.76, HC \$1.95.

The Mountain-Plains Task Force on Indian families was established due to the low success rate of Indian enrollees in completing the Mountain-Plains program, a model educational program for the rural disadvantaged population. As a consequence, the task force was proposed to identify program failure factors and to suggest ways of retaining Indian families through to successful completion in the program. The major problems contributing to premature departures were identified as: alcohol; marital conflict; reservation life and majority institutional structures; isolation, worry, rigidity, self-rejection, and interpersonal isolation; extended family influences; input motivation and expectations; and conflict and aggression. The problems are explored in depth emphasizing the psychological, sociological, and cultural aspects forming the major underlying causes. Some major conclusions were that (1) cultural dissonance resulted in a difficult adjustment to the majority culture's world, (2) the Mountain-Plains program can only be a valuable experience for a narrow spectrum of the Indian population, (3) male heads of households are successful in mastering the vocational and educational requirements, and (4) the program is most successful with Indian families who are partially immune to culture shock. An indepth followup analysis substantiated the task force findings. A six-item bibliography is appended.

See Also: 4850 American Indians

- 222 PERSISTS AND DROPOUTS IN THE CANADA MANPOWER TRAINING PROGRAM. Truesdell, L. R. In Adult Education, Vol. 25, No. 3. Spring 1975. pp. 149-60.

The paper undertakes an exhaustive treatment of the subject of discontinuation as it relates to the Canada Manpower Training Program. The results revealed that discontinuation was determined by place of residence, the job an individual holds, his attitude towards the course, general economic conditions, and his personal characteristics.

See Also: 1100 ADULT LEARNING CHARACTERISTICS
Concept Formation Visual Perception

1750 Counseling, Guidance

- 223 ADULT EDUCATION: GUIDANCE & COUNSELING; ACADIA PARISH PILOT STUDY 1966-1967. Louisiana Department of Education, Baton Rouge. Available from the Acadia Parish School Board and the Louisiana Department of Education, Baton Rouge. 1967. 33 p.

This study was designed to assist adult education students in educational, personal, occupational and social relationships through adult education guidance and counseling; and to determine the effects of adult guidance and counseling groups as compared to a non-counseled control group. Statistical data generated through questionnaires and tests resulted in the following tables: Number, Race, Sex and Age of Adult Participants; Educational and Academic Testing Data; Attendance; Employment Status; Income; Residence; Dependents; Educational Attitude Improvements; Civic Attitude Improvements; and Student Comments. General conclusions were that guidance and counseling assists the student and that there is more progression among the counseled groups than the non-counseled groups in the areas of educational, occupational and social categories.

- 224 ADULT LEARNING AND COUNSELING: FINAL REPORT. Sharp, Robert B., Comp. Laramie County Community College, Cheyenne, WY. July 15, 1972. 58 p. (ED 101 165), EDRS price, MF \$.76, HC \$3.32.

Located in a low income model cities area of Cheyenne, Wyoming, the project provided adult basic education and vocational counseling services. The document offers a detailed summary of its staff and their qualifications, the agenda of a staff workshop, and a summary of the Center's recruitment activities and problems. A brief description of the Center's programs include its instructional activities in reading, social studies/science, math, and language and programs of employment orientation, English as a second language and consumer education. A case study illustrating the student counseling program and procedure is presented with the individualized educational program developed to meet the specific needs of the case. The counseling program was aimed at enhancing the educational environment and counselors' activities included recruitment of students, testing, program evaluation, and some teaching. A research project explored the impact of goal specificity upon achievement in adult education. Methodology and analysis procedures for this project are described and findings tabulated. Though generally inconclusive, results provide preliminary information for further research.

- 225 COUNSELING FOR LIFE SKILLS DEVELOPMENT IN THE DISADVANTAGED ADULT: A REVIEW. Giroux, Roy F.; Piaprofesa, John J. In Canadian Counselor, Vol. 7, No. 1. Jan 1973. pp. 2-8.

This article provides an overview of research relevant to the disadvantaged adult. A majority of the disadvantaged are excluded from participation in educational programs because of the nature of current educational programs, e.g., prerequisites to training. Inadequate background is highly related to unemployment and low aspirational levels. A vicious cycle develops. The implications for education and counseling are explored.

- 226 COUNSELING MATURE WOMEN FROM DIFFERING CULTURES. Marple, Betty Lou. Paper presented at the American Personnel and Guidance Association Convention, (Chicago, Illinois, Mar 25-30, 1972). 14 p. (ED 067 574), EDRS price, MF \$.76, HC \$1.58.

This paper presents a survey of the available research on the counseling of

women. It incorporates the findings of a sample of women's indications about their needs, goals, attitudes, and where they received or failed to receive counseling in the educational-vocational decision-making process. The writers found that the empirical research tends to deal with feminine stereotypes rather than with changing realities. The authors believe that further work is needed in understanding the use of the Strong vocational interest blank for women for counseling, in light of changing life styles for women. The authors also noted that certain writers are working with new trends in feminine life styles which are bringing about changes in women's educational and vocational development. They hope that these will lead to changes in the counseling that women receive, making it more commensurate with their needs.

See Also: 4655 Education for Women

- 227 COUNSELING: MEASURING THE JOB PAYOFF. Mason, Philip. In Manpower, Vol. 6, No. 2. Feb 1974. pp. 19-20.

A study undertaken to assess the effectiveness of employment counseling for more than 10,000 applicants indicated that the placement rate for counseled applicants was almost twice that for all applicants although the counseled applicants were, in general, more difficult to place, since many had two or more employment barriers.

- 228 EFFECTIVENESS OF AN ORIENTATION AND COUNSELING PROGRAM FOR ADULT EVENING STUDENTS AT DRAKE UNIVERSITY. McCannon, Roger S. A paper presented at the Adult Education Research Conference (St. Louis, MO, April 18, 1975). 16 p. (ED 110 842), EDRS price, MF \$.76, HC \$1.58.

Literature on counseling adult college students is extremely limited; few if any training programs are currently operating with the purpose of preparing counseling specialists in adult education. Moreover, college/university orientation programs for new entering adult part-time evening students are virtually nonexistent. Recognizing the need for supportive services, Drake University initiated an orientation and counseling program for new entering adult evening students during fall and spring semesters of 1972-73. Individuals were randomly assigned to a treatment group (28 students) and a control group (27 students) and pretested and post-tested. The orientation program, consisting of seven weekly 1½ hour meetings, was geared to increased self-understanding, major developmental tasks of college students, the development of self-appraisal and self-direction, and better emotional development. A unique feature of the program was the development of a simulation game, BALANCE, to help students in their adjustment to the college experience. Statistical analysis revealed that students participating in the orientation and counseling program had a significantly higher grade point average at the end of the semester.

See Also: 7510 Colleges, Universities

- 223 AN EXAMINATION OF THE VALIDITY OF HOLLAND'S CONSTRUCTS FOR ADULT WOMEN. Harvey, David W. Paper presented at the American Personnel and Guidance Convention (San Diego, CA, February 9-12, 1973). 9 p. (ED 074 399), EDRS price, MF \$.76, HC \$1.58.

This study was designed to examine the validity and test-retest reliability of Holland's vocational preference inventory (VPI) for 61 adult women. The VPI was administered at the beginning of a group guidance program and the preference for Holland's six personality styles - intellectual, conventional, enterprising, realistic, social, artistic - were correlated with selected scales on four criterion tests. The results revealed statistically significant correlations supporting the validity of Holland's VPI for use with adult women. The social and the artistic scales of the VPI remained in doubt as to their validity for this sample. This sample seemed to gravitate to the conventional occupations, and these women tended to reject the nurturant role.

See Also: 4655 Education of Women

- 230 NEW CAREERS FOR MID-LIFE: MAY WE HELP YOU? Hoenninger, Ronald. National Vocational Guidance Association, Washington, DC. 1974. 31 p. (ED 099 603), EDRS price, MF \$.76, HC \$1.95.

Numerous societal changes have encouraged the marked increase in second careers for people in general and for those over 35 in particular, raising implications for both career development and vocational decision-making. A developmental model needs to be realigned with new developmental strategies for the middle years. Research literature has suggested that most people undergo a mid-life crisis--a reaction to the onset of aging and a reawakening to unresolved problems and/or career decisions. Recent research studies have shown higher achievement values and motivations for candidates for second careers than non-candidates and a high proportion of second-career candidates have a low degree of autonomy on their jobs. Moreover, vocational decision-making at mid-life has been found more complex, "soul-rending", and fearsome than at other stages. The role of this Commission needs to be threefold: educational, collaborative, and creative. Recommended collaboration includes the American Association of Community and Junior Colleges, the Adult Education Association, the National Institute of Education, and the military. Recommendations for creativity include: radio and television materials; career education-placement agencies in cooperation with labor and industry; research pertaining to counseling/assessment skills, models and/or autobiographies of people changing careers; publications and regional meetings; training of personnel; focus on problems of women.

See Also: 5700 CONTINUING EDUCATION IN THE PROFESSIONS
Career Changes

- 231 THE SIGNIFICANCE OF SIBLING POSITION AND THE FREQUENCY OF PARTICIPATION BY ADULTS IN GROUP COUNSELING ACTIVITIES. Dale, John H., Jr. Ph.D. Dissertation, Florida State University. Aug 1972. 103 p. (ED 078 289), EDRS price, MF \$.76, HC \$5.70.

An investigation into the characteristics of individuals who participate, and those who do not participate, in group counseling activities was conducted. The purpose of the study was to study the possible significance of sibling position as a behavioral determinant in an adult's life with respect to participation. A survey questionnaire was mailed to 600 graduate students; 314 sent usable responses. The questionnaire contained eight items. Answers were analyzed. It was found that sibling position does have some influence over an individual's adult life. The following conclusions were drawn: (1) only children participated in more group counseling activities than did other sibling positions; (2) males did participate in more group counseling activities than did females; (3) individuals in the 45- to 49-year-old category engaged in more group counseling activities than those in the 20- to 29-year-old groups; (4) education majors participate in more group counseling activities than other majors; (5) individuals who continued their schooling without a break participated in more counseling than individuals with interruptions in their schooling.

1850 Administration

- 232 COMMUNICATION AND EXTENSION PUBLIC RELATIONS. SPECIAL STUDY. Dieffenbach, Edward J. Submitted in partial fulfillment of requirements for Degree of Master of Education, Colorado State University, Fort Collins, CO. June 1971. 94 p. (ED 068 747), EDRS price, MF \$.76, HC \$4.43.

A study to show that effective extension public relations are based on sound programs communicated to the public and that they involve all extension staff members is presented. Extension public relations is defined as two-way communication process between extension and its publics and identifies five steps: (1) analysis, (2) planning, (3) communication, (4) evaluation, (5) revision. Study makes nine recommendations to Cooperative Extension Service. to improve extension's public relations.

- 233 THE EFFECT OF ORGANIZATIONAL ENVIRONMENT ON PERCEIVED POWER AND CLIMATE: A LABORATORY STUDY. Dieterly, Duncan L.; Schneider, Benjamin. Maryland University, College Park, MD. Department of Psychology. Oct 1972. 48 p. (ED 069 960), EDRS price, MF \$.76, HC \$1.95.

Behavior in organizations was conceptualized to be based on self-perceived power and perceived organizational climate. Power and climate perceptions were investigated as a function of three dimensions of organizational

environment. The 2 x 2 x 3 (level of participation, profit or service orientation, and position level, respectively) design (N = 120) was carried out in a laboratory setting. Five dimensions of power and 4 dimensions of climate were assessed as dependent variables. Climate and power perceptions were not strongly related to each other. Level of participation is the main contributor to self-perceived power both as a main effect and in interaction with profit/service orientation and position level. Profit/service orientation is the main contributor to climate perceptions, generally in interaction with one or the other of the environmental variables but also as a main effect. Two strong findings were that participative decision making seems to result in decreased self-perceived power for occupants of higher positions and that a service orientation combined with participative decision making leads to positive climate perceptions. Implications for change toward increased participation in organizations are discussed.

- 234 PLANNING, PROGRAMMING AND BUDGETING SYSTEMS (PPBS) AND COST BENEFIT ANALYSIS (CBA): ECONOMIC CONSIDERATIONS FOR ADULT EDUCATION. Lamoureux, Marvin E. Pacific Association for Continuing Education, Burnaby (British Columbia). July 1975. 62 p. (ED 113 552), EDRS price, MF \$.76, HC \$3.32.

In adult education, program planning and administrative management are important areas within which economic analysis may contribute to effective and efficient decision making. The adult education administrator is faced with a dual economic task: (1) to prove beforehand that his programs will pay for the operating budget he is demanding; and (2) to make correct decisions both administratively and in the market-place to insure an efficiently operating organization and a continuous inflow of participants and funds. Two concepts are discussed to aid the adult educator at both the program planning stage and within his administrative functions: planning, programing and budgeting systems (PPBS) and cost benefit analysis (CBA). An overview of the demand for PPBS is presented as a rationale for its increasing acceptance, and a 10-step procedure is developed for generalized use in any educational institution. Within this 10-step procedure, CBA is introduced as one of the many possible program evaluation techniques to judge a program's worth. An example of CBA using a manpower training program is presented to allow the reader to understand the scope and limitations of the technique. A 36-item bibliography is included.

See Also: 0175 FINANCE COSTS

1900 Credit - Academic and Continuing Education Unit (CEU)

- 235 THE CONTINUING EDUCATION UNIT. American Management Association, New York, NY. 5 p. (ED 089 142), EDRS price, MF \$.76, HC \$1.58.

Defining the Continuing Education Unit (CEU) as a "nationally recognized uniform unit of measurement for continuing education programs," this booklet describes its purposes, development, and uses, emphasizing application to the American Management Association's (AMA) CEU programs. The CEU has been

designed to: (1) allow an individual to build a permanent record of achievement, (2) permit the accumulating, updating, and transfer of individual continuing education records, (3) encourage long-range educational goals for individuals, professional groups and institutions, (4) make continuing education more attractive, and (5) encourage the individual to marshal a host of continuing education resources to serve his or her needs. Not a mechanical calculation, the CEU's awarded in AMA programs are carefully assessed to maintain the integrity of the CEU system.

- 236 CONTINUING EDUCATION UNIT. Kaplan, Anne C.; Veri, Clive C. Northern Illinois University, DeKalb, IL. ERIC Clearinghouse in Career Education. Aug 1974. 126 p. (ED 094 213), EDRS price, MF \$.76, HC \$6.97.

The document attempts to consolidate and summarize the literature which documents the development and initial use of the continuing education unit (CEU). The first section discusses the need for legitimization of an individual's participation in non-credit programs. Section two presents a brief history of the CEU, and the third section interprets the definition of the CEU. Various applications of the CEU and how it is to be cited in record systems are discussed in the next two sections. The final section of the narrative portion of the document presents three areas of potential controversy and confusion over the CEU. The 60-page appendix is divided into four sections. The first two sections (three pages) list the members of the National Planning Committee and the National Task Force on the CEU. The third section (45 pages) provides examples of reporting procedures from seven sources. The final appendix section (thirteen pages) lists the Higher Education General Information Survey (HEGIS) discipline sectors by discipline category. The concluding 22 pages consist of an annotated bibliography of ERIC citations on the CEU.

- 237 THE CONTINUING EDUCATION UNIT. STATE PLAN FOR EDUCATIONAL INSTITUTIONS OF HIGHER LEARNING IN IOWA. Iowa State Coordinating Committee for Continuing Education. Mar 1974. 39 p. (ED 089 141), EDRS price, MF \$.76, HC \$1.95.

Defining the CEU (Continuing Education Unit) as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction, this plan offers guidelines for establishing CEU Programs in Iowa. Specific objectives and criteria for applying the CEU emphasize the need for systematic record-keeping. Recommendations regarding minimal information needs for program approval, registration and CEU record forms, the layout of keypunch cards, and a program classification system are presented. A 23-page appendix includes sample CEU record, registration, and program approval forms; a proposed CEU recording system for the University of Iowa; a description of the CEU award sequence; and samples of CEU application, award, and cumulative record of participation forms. A thirteen-page treatment of discipline divisions is also included separating academic and occupational areas and describing codes, titles, and content.

- 238 FUTURE UTILIZATION OF THE CONTINUING EDUCATION UNIT IN CONFERENCES, INSTITUTES, SHORT COURSES, WORKSHOPS, SEMINARS, AND SPECIAL TRAINING PROGRAMS WITHIN THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS. Rhodes, John A., Jr. Southern Association of Colleges and Schools, Atlanta, GA. Commission on Colleges. 1974. 54 p. (ED 106 539), EDRS price, MF \$.76, HC \$3.32.

The study forecasts the utilization of the Continuing Education Unit (CEU) in conferences, institutes, short courses, workshops, seminars, and special training programs within the Southern Association of Colleges and Schools. (A CEU is defined as 10 contact hours of participation in an organized continuing education experience.) The methodology section discusses questionnaire design, panel selection, questionnaire processing, and data tabulation. Data is presented in four subject areas: administration, faculty, finance, and non-academic utilization. Data from all three rounds of the Delphi process are presented. The percentage of panel members stating that a prediction should or should not occur, as well as the panel's assigned probability indicated by the median, lower quartile, and upper quartile of each prediction is presented. Each prediction is followed by a table indicating the information collected in each round, a general discussion concerning data presented in the table, and implications of comments made by panel members. Based on data collected, by 1980 the CEU will be: (1) awarded by most accredited colleges and universities, (2) used to measure faculty work load, (3) be supported financially by businesses and professional societies, and (4) become the basis for updating and relicensing for major professional organizations.

- 239 IMMINENT NATIONAL IMPLEMENTATION OF THE CEU. National University Extension Association, Washington, DC. NUEA Special Report, Vol. 1, No. 1. pp. 1-4. Oct 1973. (ED 090 359), EDRS price, MF \$.76, HC \$1.58.

As in 1963, a task force was appointed, by the National Planning Conference on the Feasibility of a Uniform Crediting and Certification System for Continuing Education, to study the feasibility of a uniform unit of measurement of noncredit continuing education programs which could be used by noncollegiate and collegiate institutions and continuing education activities to meet current needs. The Continuing Education Unit (CEU) was defined by the task force: ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. The Southern Association of Schools and Colleges officially adopted the CEU in its revised Standard Nine for continuing education activities. The adoption of the CEU is becoming increasingly widespread. The National University Extension Association, in addition to being one of the sponsors of the conference cited, is concerned with the issues concerning the CEU: the quality control of noncredit activities and the need for an accrediting association, the institutional arrangement for accrediting, and the financing of CEU-related activities.

- 240 STUDY OF ADULTS' PREFERENCES FOR CONTROL OF MOLAR LEARNING ACTIVITIES. Humphrey, F. Charles. Paper presented at the Adult Education Research Conference (Chicago, Illinois, April, 1974). 24 p. (ED 094 103), EDRS price, MF \$.76, HC \$1.58.

A research design was created to investigate if adults participating in non-credit courses have different preferences for control of in-class learning activities. Only the variables of "reason for participation" and "type of content" were researched as to whether they affected preference for control. The study provides evidence that different adults do have different attitudes toward control of molar learning in non-credit courses. The research design's reliability, validity, and the data analysis procedures are explained. Appendixes include the course ratings and the questionnaire forms.

See Also: 1100 ADULT LEARNING CHARACTERISTICS
Concept Formation Visual Perception

- 241 WORKING PAPER ON THE CONTINUING EDUCATION UNIT: ONE MODEL ON THE USE AND IMPLEMENTATION OF THE CEU WITHIN A UNIVERSITY SYSTEM. Southern Association of Colleges and Schools, Atlanta, GA. Commission on Colleges. Apr 27, 1972. 31 p. (ED 089 139), EDRS price MF \$.76, HC \$1.95.

This plan states as a major purpose the gathering of feedback information and offers twenty-one questions probing the limits and possibilities of the Continuing Education Unit (CEU), a basic unit of measurement of organized continuing education experience. It includes the Georgia Plan, presenting possible methods of implementation, administration and reporting of CEU's, and criteria for CEU utilization. A sixteen-page appendix includes Standard Nine, the National Task Force Statement defining CEU standards, recommending administrative procedures, and listing activities qualifying for CEU status. Eight pages of report forms include a participant summary report, quarterly program summary report data and forms, activity and faculty participation report forms, and institution records data requirements.

2200 LEARNING ENVIRONMENTS

2210 Community Education and Development

- 242 ADULT CIVIC EDUCATION IN THE POST-WORLD WAR II PERIOD. Stubblefield, Harold W. In Adult Education, Vol. 24, No. 3. Spring 1974. pp. 227-37.

Post-World War II adult civic education sought to promote citizen participation, individual development, and the creation of an aware and informed citizenry. The objectives were the creation of a public opinion able to assess critically the accomplishment of government, and citizens able to identify and solve common social problems.

- 243 COLORADO STATE UNIVERSITY (CSU) SIXTEEN STATE PROJECT FOR TRAINING COMMUNITY TEAMS OF PROFESSIONALS FOR THE DEVELOPMENT OF COORDINATIVE, ADULT BASIC EDUCATION PROGRAMS IN RURAL AREAS (PROJECT COMMUNI-LINK). FIRST YEAR REPORT: FY 1971. Colorado State University, Ft. Collins, CO. Department of Education. Sep 15, 1971. 77 p. (ED 072 887), EDRS price, MF \$.76, HC \$4.43.

The fundamental purpose of the project during its first year of operation was to facilitate the establishment or improvement of an inter-organizational communicative linkage system in each pilot community. Specific objectives were to develop teams of professionals, paraprofessionals, and volunteer community level workers and to train those teams to provide leadership in the process of community-wide program development. Instructional and consultative services were provided by Colorado State University project staff and state instructional consultants in each of nine cooperating states during the three primary components of project operations: project initiation, project workshops, and project follow-up activities. General conclusions drawn from the first year of experience revealed that the rationale, design, and operations of the project were effective, both conceptually and in their implementation, to a facilitation of community action toward the development of interorganizational cooperation in basic educational programming.

- 244 COMMUNITY SOCIAL ANALYSIS OF DEKALB COUNTY, GEORGIA, JANUARY, 1972. COMMUNITY SOCIAL ANALYSIS SERIES NUMBER 7. Nix, Harold L.; Seerley, Norma R. DeKalb County Chamber of Commerce, Decatur, GA; Georgia University, Athens, GA. Department of Sociology and Anthropology.; Georgia University, Athens, Institute of Community and Area Development. Jan 1972. 179 p. (ED 073 354), EDRS price MF \$.76, HC \$9.51.

This report, the seventh in the Community Social Analysis Series conducted by the Institute of Community and Area Development and the Department of Sociology and Anthropology of the University of Georgia, summarizes the findings of a study of DeKalb County, Georgia. The community reconnaissance method was used in selecting and interviewing 117 positional-reputational leaders and in making demographic, historical, and current events sketches as background information for the study. To get a random sample of the views of DeKalb County's average citizens, a random sample was drawn from the registered voter list and 322 voters were interviewed. Included in the report are an introduction to a community social analysis, a history of DeKalb County, a descriptive analysis of the county's social structure, and implications of the data for the seventies. A rank order of respondents'

views of community needs and problems is appended, as well as a copy of the leader nomination questionnaire and interview schedule and a list of available resources.

- 245 EXPERIMENT IN THE STREETS: THE CHICAGO YOUTH DEVELOPMENT PROJECT. Gold, Martin; Mattick, Hans W. Michigan University, Ann Arbor, MI. Institute for Social Research, Research Center for Group Dynamics. Program for Children Youth, and Family Life. Mar 1974. 373 p. (ED 099 533), EDRS price, MF \$.76, HC \$18.40.

The Chicago Youth Development Project was an action-research program jointly undertaken by the Chicago Boys Club and the University of Michigan Institute for Social Research to test whether a program of aggressive street work and community organization in the core of a city could reduce delinquency among youth living there. The report presents a comprehensive account of what was actually done and with what effect, providing the most complete and objective information obtainable, demonstrating to what degree this kind of program can achieve its goals and suggesting what improvements are needed for an even greater impact. The study compares the effects, over five years, of the program in two inner city areas with comparable control areas nearby on such variables as delinquency rates, youth employment rates, school attendance, and adults' satisfaction with their community. The researchers conclude that the project made negligible impact in these respects, but that when boys' expectations of their eventual educational attainment were raised, their delinquency declined. Based on this finding, the researchers suggest that effective future programs will concurrently open educational and vocational opportunities and prepare youngsters to grasp them, fashioning new ways for some adolescents to be students.

See Also: 2240 Urban Environments

- 246 EXTENSION STAFF PERCEPTIONS OF COMMUNITY RESOURCE DEVELOPMENT IN THREE STATES. Pennsylvania State University, University Park, MD. Cooperative Extension Service. 1969. 31 p. (ED 078 303), EDRS price, MF \$.76, HC \$1.95.

A report of a Community Resource Development (CRD) study in the Extension Services of Maryland, Pennsylvania and Missouri is presented. The three states represent different stages of development of CRD work, and are differently organized. The purpose of the study is to compare the three extension organizations. Extension personnel of relative influence were interviewed personally and/or by telephone. The opinions on CRD procedures varied in the three states. Maryland preferred CRD work through the creation of multi-county development organizations. Pennsylvania differed significantly from the two other states in its orientation. Maryland and Missouri were significantly higher in their emphasis on CRD's role in the creation and reorganization of area development organization than Pennsylvania. Other findings are given.

See Also: 7600 Cooperative, Rural Extension

- 247 LITERATURE REVIEW: PARTICIPATION OF THE POOR IN THE WAR ON POVERTY. Chertow, Doris. In Adult Education, Vol. 24, No. 3. Spring 1974. pp. 184-207.

Literature on the national poverty war is examined, focusing on concepts of community action and resident participation as contributors to adult education of the poor for improved social and civic competence. The literature is found to demonstrate positive, though limited, aspects of participation as civic education.

See Also: 4760 Poor

- 248 MIDNY -- CASE STUDY #2: AN EFFECTIVE PROCESS FOR RURAL PLANNING. Anderson, Martin G.; Catalano, Ralph A. Paper presented to Third Annual Meeting of Community Development Society (Columbus, Ohio, August 1, 1972). 26 p. (ED 067 550), EDRS price, MF \$.76, HC \$1.95.

This study documents findings concerning rural planning of the six-year MIDNY Pilot Project in Community Resource Development. Subject headings are: Setting; Planning for Rural Areas (Background); Rural Planning Lessons from the Central N. Y. Experience. Results show that no organization or agency working alone can be as effective as several working together. Experience indicates that rural concerns can be meshed into institutionalized planning processes and that more significant reforms, such as developing new planning processes and including non-traditional planners on planning staffs, may be possible.

- 249 MIDNY -- CASE STUDY #11: TESTING THE MIDNY PROJECT PILOT RESULTS IN THE GREATER EGYPT REGION OF SOUTHERN ILLINOIS. Anderson, Martin G. State University of New York, Ithaca, NY. College of Agriculture at Cornell University; State University of New York, Ithaca, NY. College of Human Ecology at Cornell University. July 1972. 34 p. (ED 067 551), EDRS price, MF \$.76, HC \$1.95.

Results of a six-year pilot program in Community Resource Development, carried out in the five-county Central New York Planning Region are summarized. The program, administered by New York Cooperative Extension, involving Extension Service of U.S. Department of Agriculture and Colleges of Human Ecology and Agriculture and Life Sciences at Cornell University, utilized community education regionally to improve effectiveness of comprehensive regional planning and development. The program was scrutinized closely and evaluated thoroughly on several occasions. Much of the final year was devoted to analyzing and projecting program results. This study reports on one aspect of this evaluation - testing the program's experience for transferability to other regions. Conclusions are reported from: (1) impressions of the transferability of MIDNY's experiences, (2) implications to New York State Cooperative Extension, and (3) suggestions to the ad hoc committee on regional development in the Greater Egypt Region of Southern Illinois.

- 250 SHAPES: SHARED PROCESS EVALUATION SYSTEM. TOWARDS A PROCESS ANALYSIS OF COMMUNITY DEVELOPMENT. Davie, Lynn; And Others. Paper presented to the Adult Education Research Conference (St. Louis, Missouri, April 16-18, 1975). 15 p. (ED 110 815), EDRS price, MF \$.76, HC \$1.58.

The paper describes the Shared Process Evaluation System (SHAPES) for analyzing the process of community development. The system's basic organizing unit is the critical incident, an event judged to be essential to the continuation of a particular community development project or as representing a choice point in the project's history. Three sets of design criteria were used in developing SHAPES: criteria related to information discrimination and gathering; those related to validity, bias, and reliability; and those related to flexibility of information storage and retrieval. In the system, community development is defined as taking place when the priorities of different fields (individual or group actors in the community) are in relative agreement and result in effective shared activity. The SHAPE System in operation addresses itself to four questions: Who was involved? What happened? In what contextual model should the project outcome be viewed? What were the project outcomes? These four questions together with the instruments designed to provide data for their analysis constitute the essence of SHAPES. A field test of SHAPES produced positive reactions from an outside evaluator, field agents, and community informants, thereby encouraging its further refinement and application.

- 251 SHAPES--SHARED PROCESS EVALUATION SYSTEM: WITH CASE STUDY. Davie, Lynn; And Others. Ontario Institute for Studies in Education, Toronto. Apr 1975. 73 p. (ED 109 353), EDRS price, MF \$.76, HC \$3.32.

The report describes the Shared Process Evaluation System (SHAPES), a process analysis system designed to facilitate documenting, rationalizing, and evaluating community development projects. The evaluation process requires five steps. First, the project is described with respect to statements about the original problem situation and demographic conditions of the community prior to the project. Second, the Fields (the project actors) are identified and described. Third, Critical Incidents (events judged as essential to the continuation of the project) are identified and described. Fourth, the Fields are asked to identify and describe Critical Incidents according to a six-category Phase designation (pre-identification of needs, need identification, objective setting, planning, action, and assessment and monitoring of effects). Fifth, the data collected are plotted on descriptive matrices in which the three variables (Fields, Critical Incidents, and Phases) illustrate patterns of Field participation, patterns of shared change, and patterns of individual Field change; data may also be arranged in a time-line display of Critical Incidents. An appended case study describes a field test of SHAPES in a community development program in Williams, Arizona, and provides visual demonstrations of the matrices and time-line display of step five.

- 252 A STUDY OF COUNTY GOVERNMENT OFFICIALS AND COMMUNITY LEADERS OPINIONS ON PUBLIC INFORMATION ON COUNTY GOVERNMENT IN CATTARAUGUS COUNTY, NEW YORK. Lord, Roger W. Missouri University, Columbia, MO. Extension Education Department. Apr 1972. 72 p. (ED 068 815), EDRS price, MF \$.76, HC \$3.32.

How officials and community leaders in Cattaraugus County see and understand the county government and its functions is discussed in this paper. The purpose of the study is to determine the opinions of officials and leaders on the need for more information on county government and major issues, on cooperative extension being involved in public affairs educational program efforts, and for cooperative extension to develop a comprehensive continuing education program in public affairs. A model of the public problem solving process is presented, with emphasis on the lack of knowledge of the processes of local government by the citizenry. Results of a questionnaire and survey are presented; charts are used to illustrate responses. Using conclusions based on the results of the study, a public affairs program on county government is proposed. A selected bibliography and sample questionnaire are included.

See Also: 4000 Administrators
7600 Cooperative, Rural Extension

- 253 A UNIQUE CHALLENGE FOR COMMUNITY DEVELOPMENT: THE ALBERTA EXPERIENCE. Hynam, C. A. S. In Community Development Journal, Vol. 8, No. 1. Jan 1973. pp. 37-44.

Community development programs in Fort Chipewyan, Wabasca-Desmarais, and Slave Lake were evaluated to determine their success in effecting social change in spite of, or in cooperation with, the existing bureaucratic machinery in Alberta. The history of governmental support and the Human Resources Development Authority jurisdiction are cited briefly.

- 254 UNIVERSITY-URBAN INTERFACE PROGRAM. PHASE III, PROGRESS REPORT 4 (APRIL 1972-JUNE 1972). Van Dusen, Albert C.; Britson, Robert C. Pittsburgh University, Pittsburgh, PA. University Urban Interface Program. June 1972. 20 p. (ED 070 698), EDRS price, MF \$.76, HC \$1.58.

This report is the last in a series of four quarterly progress reports covering Phase III of the University-Urban Interface Program. Its content is concentrated on events and research activities in the five priority areas during the period April-June, 1972. An introductory section briefly redefines these areas: (1) minority and community services; (2) campus development; (3) communications; (4) long-range Pittsburgh goals; and (5) university governance for community relations. Earlier progress reports are reviewed and, in the second section of this report, each priority area is brought up to date and the current status of the program is summarized.

See Also: 2240 Urban Environments
7510 Colleges, Universities

2230 Rural Communities

- 255 CHARACTERISTICS OF LOCAL ORGANIZATIONS AND SERVICE AGENCIES CONDUCTIVE TO DEVELOPMENT: WITH SPECIAL REFERENCE TO FARMERS' ORGANIZATIONS. Solomon, Darwin D. Paper presented at the Third World Congress on Rural Sociology (Baton Rouge, Louisiana, August 22-27, 1972). 44 p. (ED 072 901), EDRS price, MF \$.76, HC \$1.95.

An attempt to formulate a more global but functional framework for analyzing local organizations as mechanisms for citizen participation in development is presented in this paper. Both the review of the literature and the prescriptive guides to action are presented under the following headings: Membership and Leadership, Management of Alienation and Grouplessness, Access to Training and Education, Channels for Communication of Innovations and Change, Mechanisms to Mobilize Resources, Access to Markets, Access to Power and Influence, and Other Linkages and Levels of Organization. Major recommendations are that agricultural leaders should have some social science training, that participation analysis should be used in assessing the role of the local organization in the continuous integration of community members into a modernizing society, that studies of farmers' organizations as information and development promoting systems should also analyze the skill and learning aspects, that attention should be paid to the roles of economic and social information in developing effective communications channels, that attention should be given to the role of agrarian reform in the mobilization of human energies, that there must be adequate market access and more access to power and influence, and that additional levels of organization should be created.

See Also: 1510 Assessing Educational Needs

- 256 NONGOVERNMENTAL SOCIAL PLANNING IN RURAL AREAS OF THE UNITED STATES. Leadley, Samuel M.; Thomson, Joan S. Paper presented at the Third World Congress on Rural Sociology (Baton Rouge, Louisiana, August 23, 1972). 12 p. (ED 070 956), EDRS price, MF \$.76, HC \$1.58.

In the experimental project reported, the U. S. Office of Economic Opportunity delegated its resources to the Pennsylvania Department of Community Affairs for the purpose of comparing public and private sector approaches to social planning in rural areas. A private agency, Community Services of Pennsylvania, was designated by the Department of Community Affairs to supervise the work of rural planning specialists, one in each of two rural Pennsylvania counties. Two other rural planning specialists were placed by the Department of Community Affairs with publicly controlled planning commissions in two other rural areas. Through a series of program analyses involving interviews with the four rural planning specialists, their supervisors, and community leaders and chronological event analyses carried on over a period of nearly two years, preliminary conclusions are: (1) the introduction of nongovernmental social planners into rural areas can be accomplished in approximately six months less time than introducing the same social role through a public agency; (2) the selection of personnel for private planning role is more critical to program effectiveness than in a more

highly structured public project; and (3) the review of proposed community development projects by nongovernmental social planners, while inhibited by their lack of formal structural ties with the public planning commissions, is possible through the establishment of informal relationships within the rural community setting.

2240 Urban Environments

- 257 UNIVERSITY-URBAN INTERFACE PROGRAM. A UNIVERSITY AND ITS COMMUNITY CONFRONT PROBLEMS AND GOALS. Gow, Steels; Salmon-Cox, Leslie. Pittsburgh University, Pittsburgh, PA. June 1972. 78 p. (ED 070 695), EDRS price, MF \$.76, HC \$4.43.

This is a report on a series of university-community forums in the Goals Project of the University-Urban Interface Program of the University of Pittsburgh in which the relationships of urban universities and their urban communities are explored. A review of the original study plan and an explanation of departures from this plan precedes a discussion of an opinion survey on community goals and four forums conducted during the project. Topics chosen for the forums were: (1) conflict utilization; (2) administration of justice; (3) the domain of health; and (4) goals and government of the metropolis. Four common guidelines for improving university and community interaction which emerged from the forums are defined together with a related area in which community and university participants remained in disagreements. Related documents are represented by ED 063 897 through ED 063 903, ED 066 398, ED 065 426, and ED 065 427.

- 258 UNIVERSITY-URBAN INTERFACE PROGRAM. PITTSBURGH GOALS: NOTES ON METROPOLITANISM. Nehnevajsa, Jiri. Paper presented at the Community-University Forum on Metropolitan Government (Pittsburgh, Pennsylvania, February 24, 1972). 10 p. (ED 070 697), EDRS price, MF \$.76, HC \$1.58.

One of the priority areas for study in the University-Urban Interface Program at the University of Pittsburgh is community goals as they relate to metropolitan governance. This report includes some of the findings of the Pittsburgh Goals Study organized from data gathered through a questionnaire sent to key Pittsburgh community leaders. These leaders were asked to discuss their views about the future of the city and to consider the desirability, likelihood, and importance of 28 possible future changes in the community. This report focuses on the responses to the prospect of the development of metropolitanism. The research suggests several impediments to change in the city government. This negativism is offset by the concern of the leaders involved in the study, their receptiveness to change, and their basic agreement in terms of the main directions which changes in Pittsburgh should take.

- 259 UNIVERSITY-URBAN INTERFACE PROGRAM. PITTSBURGH GOALS: SOME THOUGHTS ON HEALTH ISSUES. Nehnevajsa, Jiri; Brictson, Robert C. Paper presented at the Community-University Forum on Health Problems (Pittsburgh, Pennsylvania, December 9, 1971). 11 p. (ED 070 696), EDRS price, MF \$.76, HC \$1.58.

Comments from community leaders in Pittsburgh concerning health issues point out some of the major examples of the kinds of concerns and suggestions for action voiced in the University-Urban Interface Program study on Pittsburgh goals. Quotations from the questionnaire administered by the goals committee also illustrate the kinds of things which Pittsburgh leaders believe should not be done in this area. Statistical tables summarize information concerning the desirability, likelihood, and importance of innovations in the distribution and accessibility of health care studies and new developments regarding the payment for health care services. The premise is stated that this study of opinions of community leaders in Pittsburgh provides information which can contribute to improved community response, thought, decision, and action in the area of health problems.

- 260 URBAN DILEMMA: CONTRIBUTING FACTORS. Paulson, Belden. In Journal of Extension, Vol. 11, No. 1. Spring 1973. pp. 15-22.

Special Urban Issue. Discusses trends and factors involved in urban crises. Cites interrelationships between urban and rural areas, and urges comprehensive planning in urban projects.

2600 INSTRUCTIONAL METHODS

2735 Coaching, Individual Instruction, Tutoring

- 261 ADULT STUDENT RETENTION AND ACHIEVEMENT WITH LANGUAGE-BASED MODULAR MATERIALS. POR FIN: PROGRAM ORGANIZING RELATED FAMILY INSTRUCTION IN THE NEIGHBORHOOD. Bexar County School Board, San Antonio, TX. July 1973. 236 p. (ED 101 100), EDRS price, MF \$.76, HC \$12.05.

The goal of the POR Fin research design was to develop a language-based curriculum emphasizing the audio-lingual approach and integrating academic and social-functioning subject matter. The modular curriculum is designed so that each lesson is independent and complete in itself, and provides a high degree of motivation, retention, and achievement for the under-educated bilingual adult. The document is divided into three major sections. The first section describes the research methodology employed, the structure of each lesson, and the measurement and statistical devices utilized in the study. The analysis and presentation of the controlled experiment's test results are offered in part two. Four student performance measurement devices and other variables are described and analyzed to evaluate the POR FIN curriculum. They comprise a passive language and math test, a self-concept rating scale, a language proficiency rating scale, and a social-functioning test. Data from administrator, teacher, and student questionnaires are analyzed. In part three, results of the study are interpreted. Conclusions reached were that the experimental group achieved better results in the following areas: (1) retention was higher, (2) testing recorded greater achievement, and (3) questionnaires recorded significantly positive reactions. The appendix offers over 100 pages of data analysis and the testing instruments utilized.

See Also: 1120. Mental, Perceptual Abilities

- 262 A COMPARATIVE ANALYSIS OF STUDENT ATTITUDES TOWARD INDIVIDUALIZED AND TRADITIONAL INSTRUCTION. Sewell, Susan. Southwest Wisconsin Vocational-Technical Institute, Fennimore, WI. Paper presented at the Adult Education Research Association Annual Meeting (Washington, DC, March 31-April 4, 1975). 50 p. (ED 112 107), EDRS price, MF \$.76, HC \$1.95.

To determine student attitudes toward traditional and individualized instruction, 152 students (92 males, 60 females) selected from the post-secondary instructional areas of agriculture, business, home economics, and trades and industry were surveyed for their opinions. The students responded to 25 statements about each type of instruction saying whether they strongly disagreed, disagreed, were uncertain, agreed, or strongly agreed with each statement. Findings indicate that students prefer individualized over traditional instruction but they have favorable attitudes toward both methods suggesting that both types of instruction are needed. The survey instrument is appended.

See Also: 1160 Psychological, Personality Factors

- 263 INDIVIDUALIZED LEARNING FOR ADULTS (ILA). FINAL REPORT AND ABSTRACT. Research for Better Schools, Inc. Philadelphia, PA. Aug 1972. 88 p. (ED 101 157), EDRS price, MF \$.76 HC \$4.43.

The report of the Individualized Learning for Adults (ILA) project reviews the history and development of the instructional system and focuses on the procedures, accomplishments, and results of the field testing conducted during 1971-72. Stressing mathematics and communication skills, the ILA system leads the adult learner to approximately ninth grade literacy. The mathematics curriculum begins with numeration-place value and ends with geometry-measurement. The communication skills program covers decoding or phonic analysis, handwriting, and reading skills. The following procedures are described: site selection, materials production and distribution, the experimental population, teacher training, and dissemination techniques. Using the Adult Basic Learning Examination (ABLE), evaluation results indicated that mathematics instruction was adequate and that communication skills instruction was suitable in six of the eight areas. Based on field testing data, the ILA curriculum has been re-developed, teacher training materials successfully developed, and materials production improvement initiated. Student and teacher questionnaires, sample forms and an abstract of the final report are appended.

2765 Apprenticeship

- 264 THE ANALYSIS AND TRAINING OF CERTAIN ENGINEERING CRAFT OCCUPATIONS. Engineering Industry Training Board, London (England). Research report No. 2. 1971. 58 p.

In 1965, Perkins Engines Company, Peterborough, decided to undertake a study of the training of craft apprentices as there was a gap between performance at the end of training and desired work performance. The initial assumption had been that craft occupations could be successfully analyzed by means of skills analysis techniques already used for designing operator programs; training based on this analysis did not meet the objectives. A new, modified method of analysis was developed to take into account the judgments and decisions made when carrying out the job. The resultant training concentrates on intellectual skills, seeks to teach comprehension of the total task, and involves trainees and instructor in a cooperative search for the best way of dealing with problems. Two new training programs have already been experimented on the basis of the revised approach (electrical maintenance work and milling). The results are positive. Other research projects will study technological changes and resulting training needs and the relation between modern methods of learning at school and various approaches to training in industry. These studies will be related to the research at Perkins Engines.

See Also: 9520 Great Britain - Scotland

- 265 APPRENTICESHIP DROPOUTS: CAUSE AND EFFECT. Barocci, Thomas A. In Manpower, Vol. 5, No. 1. Jan 1973. pp. 9-13.

A survey was made of people who completed or dropped out of apprenticeship programs in Wisconsin from 1965 to 1970. The occupations were divided into construction, industrial, graphic arts, and service. About 40% of the sample worked full-time for three or four years between leaving school and entering an apprenticeship program. About 40% relied on advice from parents, relatives, or friends, and 70% never discussed apprenticeship with high school teachers or guidance counselors. Dropouts were much less satisfied with pay and quality of instruction. Job rotation was found to be a major problem. Unfairness of employer and low pay accounted for nearly half the decisions to drop out. Change of employment interest, finding a job as good as they would have upon completing the program, decision to enter full-time education, and military service accounted for nearly all the rest of the dropout decisions. The average income in 1970 for all dropouts was \$6,680, while completers averaged \$9,520. However, those in the service and graphic arts trades after serving a partial apprenticeship earned over 90% of the income received by completers in those occupations.

- 266 AN EVALUATION OF THE GREAT LAKES APPRENTICESHIP CENTER: SOME INSIGHTS INTO EDUCATIONAL PROGRAMMING FOR DISADVANTAGED ADULTS. RESEARCH REPORT. Swan, L. M.; DeVries, Jim. Wisconsin University, Madison, WI. College of Agricultural and Life Sciences. Available from Agricultural Bulletin Building, 1535 Observatory Drive, Madison, WI 53706 (\$.15 plus postage). Aug 1973. 16 p. (ED 092 783), EDRS price, MF \$.76, HC \$1.58.

This research was aimed at determining the success of the program approach of a rather unique prevocational training program designed to meet the needs of young adult American Indians from low income backgrounds. The Great Lakes Apprenticeship Center (GLAC) approach utilizes some education principles which have wide support in adult education literature. The criterion used to judge program success were the former students' own evaluation and job improvement after training. The trainee evaluations were generally positive. Also, substantial improvements were made in the trainees' pay levels and hours worked after training. The study reveals that: (1) some important adult education principles facilitate effective programming for the disadvantaged learner and (2) if such principles are properly implemented, it is possible to reduce the gap between the underemployed and those with relatively better employment records.

See Also: 4750 Disadvantaged Groups - Minority
8000 Armed Forces

- 267 OCCUPATIONAL IDENTITY, COMMITMENT TO A TRADE AND ATTITUDE TO NON-VOCATIONAL COURSES AMONGST A GROUP OF CRAFT APPRENTICES. Flude, R. A.; Whiteside, M. T. In Vocational Aspect, Vol. 23. 1971. pp. 69-72.

PROBLEM: The development of occupational identity amongst printing apprentices. SAMPLE: 138 craft apprentices on a five-year part-time study system at one printing school completed a questionnaire. RESULTS: As the apprentice gained experience his self-concept as a printer increased. This was greatest amongst apprentices with relatives in printing. Information was also gathered to gauge the degree of commitment to the industry and attitudes to non-vocational courses. In general the results were not statistically significant.

- 268 PROCEDURES FOR CONDUCTING AN APPRENTICESHIP WORK-STUDY PROGRAM. Millstein, Eugene J.; And Others. American Institutes for Research in the Behavioral Sciences, Palo Alto, CA. 1972. 92 p. (ED 066 655), EDRS price, MF \$.76, HC \$4.43.

This manual describes procedures for conducting a program to train personnel for educational research and development (R & D). It is intended as a guide for any institution planning to administer such a training program. The program may be utilized in several ways. They are: (1) for training various types of personnel for educational R & D; (2) as an independent training program; (3) for inservice training; (4) as an adjunct to regular academic training; and (5) in helping to meet the economic conversion problem, that is, preparing unemployed professionals for new fields. The manual is divided into four areas. They are: (1) a program overview which includes program objectives, rationale, and description; (2) the instructional model including the curriculum outline, instructional system, and apprenticeship; (3) recruitment and general program management considerations, that is, publicity and application and selection procedures; and (4) job placement activities focusing on job hunting strategies and relevant federal programs. The manual is based on a 1971 pilot program experience that cross-trained physical scientists for work in educational R & D.

- 269 A STUDY OF THE OPERATIONAL FEASIBILITY OF THE APPRENTICESHIP WORK-STUDY PROGRAM FOR MULTI-SITE TRYOUT AND EVALUATION: FINAL REPORT. Melnotte, Judith M.; And Others. American Institute for Research in the Behavioral Sciences, Palo Alto, CA. Mar 1972. 85 p. (ED 066 653), EDRS price, MF \$.76, HC \$4.43.

This study reports the results of an evaluation of the operational feasibility of a new model for training personnel for educational research and development. Also, recommendations are made for future testing of the concept on a larger scale. The evaluation attempts to identify practical aspects of the pilot program which could be modified, maintained, or improved. A total of 14 key questions were investigated in such areas as achievement by apprentices, apprentice reaction to the program experience, the host institution's reactions, the degree to which the training program and experience could be exported, and suggestions for other types of models. Although a number of model modifications were recommended, it is concluded that the pilot training program was successful and effective. In addition, it is felt that variations of the model developed can be of use in independent training programs as an adjunct to regular academic programs or for inservice training. The

inservice model is recommended as the most immediately viable for educational research and development training efforts.

See Also: 4300 EVALUATION

2770 Independent Study

- 270 EFFECTS OF A STUDY GUIDE ON INDEPENDENT ADULT LEARNING. Kotaska, Janelyn G.; Dickinson, Gary. In Adult Education. Vol. 25, No. 3. Spring 1975. pp. 161-168.

The results of this study suggest that the components of individual methods of adult education should be examined carefully to determine whether they are essential to adult learning, and in what form they should be provided if shown to be necessary.

- 271 MOTIVATIONAL PATTERNS OF ADULT PARTICIPANTS IN INDEPENDENT STUDY PROGRAMS. Grabowski, Stanley M. In Continuing Education for Adults, No. 179. Dec 1972. pp. 1-4.

Reports the study of the 269 adult enrollees in the directed self-study bachelor's degree program at University College, Syracuse University.

2780 Programmed Instruction

- 272 COMPUTER ASSISTED INSTRUCTION IN NAVY TECHNICAL TRAINING USING A SMALL DEDICATED COMPUTER SYSTEM: FINAL REPORT. Ford, John D.; And Others. Naval Personnel and Training Research Lab., San Diego, CA. Nov 1972. 69 p. (AD-752 999), NTIS price, MF \$.95, HC \$3.00.

An investigation was made of the feasibility of computer assisted instruction (CAI) for Navy technical training. The computer system used was the IBM 1500 system. Five CAI modules were developed which could replace 92 hours of the class curriculum. CAI provided very effective and efficient instruction. CAI students scored higher than class-instructed students on school examinations as well as supplemental tests, and required about 45% less training time. Student attitudes were quite favorable to CAI. A complete CAI data management and course revision methodology was developed in this project. Revisions using this methodology resulted in marked improvements in instruction. A number of new developments were made in branching technology for use in remediation, training, drill and practice, and review. Incorporation of these developments in CAI lessons was shown to produce substantial reductions in training time. Although the CAI training was very effective, the 1500

system is not economically feasible for training in basic electronics because of the limitation of 32 terminals and its relatively high cost.

See Also: 8000 Armed Forces

- 273 EFFECTIVENESS OF REINFORCEMENT SCHEDULE IN RELATION TO CERTAIN ADULT CHARACTERISTICS USING COMPUTER ASSISTED INSTRUCTION. Small, Hazel Christine. North Carolina State University. Raleigh, NC. Department of Adult Education. Adult Learning Resources Project. June 1970. 196 p. (ED 095 307), EDRS price, MF \$.76, HC \$9.51.

The monograph reports the problem, design, and findings of graduate student research directly related to adult basic education teacher training. The objectives of this experiment were to assess: (1) the degree of relationship among reinforcement, learning, and self concept for adults using computer assisted instruction (CAI), (2) changes in learner performance with changes in reinforcement schedule, and (3) the contribution of self concept to changes in learner performance when reinforcement schedule is varied. It was concluded that the sample of adults exhibited self concepts which were significantly lower than have been predicted. Data indicated significant differences between correlations of self concept, treatments and all four learner performances; (1) achievement, (2) trials, (3) time, and (4) errors. An examination of overall CAI performance indicated that those learners with the least enabling ability required more trials but made more actual gains without regard to self concept scores on treatment effects. Having investigated a number of variables aiding in the design of CAI materials and programs, problems for further research are suggested. A 30-page bibliography and appendix concludes the document.

See Also: 1160 Psychological, Personality Factors
5230 Adult Basic Education - General

- 274 AN EVALUATION OF SELF-LEARNING CENTERS IN ADULT EDUCATION: A RESEARCH REPORT OF A PH.D. DISSERTATION. Lifer, Charles W.; And Others. Ohio State University, Columbus, OH. College of Agriculture and Home Economics. Ohio State University, Columbus, OH. Department of Agricultural Education. Jan 1970. 24 p. (ED 066 660), EDRS price, MF \$.76, HC \$1.58.

This report presents a study undertaken to evaluate the effectiveness of contacting previously unreached urban audiences through the use of films at automatic self-learning centers. To accomplish this, the study attempted to determine: (1) the extent to which people in an urban business (a large insurance company) would look at agricultural films during their lunch hour; (2) their reaction to this approach; and (3) the extent to which they would learn from this informal self-learning setting. Subjects were randomly chosen for both pre- and post-test phases of the study. From the results, the following recommendations are proposed: (1) more attention and emphasis should be given to publicizing the film to be shown in terms of its content, sponsor, and length; (2) the study should be replicated in other urban settings using the same subject population for both pre- and post-testing to determine changes in knowledge levels; (3) films should be made available three to five days in succession and shown in more than one area; (4) additional super film cassettes should be developed; (5) a guide should be

developed for viewers to follow as the film is being shown; (6) additional sources of information on the film's subject should be posted; (7) the potential viewing group's characteristics should be determined to select films; and (8) other new media types should be considered.

See Also: 2735 Coaching, Individual Instruction, Tutoring

- 275 THE LEARNING EFFECTS OF THREE AMOUNTS OF REINFORCEMENT IN COMPUTER ASSISTED INSTRUCTION. Klement, Jerome J. K.; And Others. In Australian Journal of Adult Education, Vol. 13, No. 3. November 1973. pp. 131-133.

Research performed under an Office of Education grant yielded results which failed to support the hypothesis that increases in reinforcement (above and beyond knowledge of results) result in corresponding increases in amount learned. An IBM 1500 Computer Assisted Instruction System was used as the instructional delivery mechanism.

- 276 PROGRAMMED INSTRUCTIONAL MATERIALS FOR ADULT BASIC EDUCATION: AN EMPIRICALLY-BASED EVALUATION OF MATERIALS DEVELOPED BY THE ADULT LEARNING CENTER. FINAL REPORT. North Carolina State University, Raleigh, NC. Adult Learning Center. Nov 1972. 39 p. (ED 103 569), EDRS price, MF \$.76, HC \$1.95.

The report contains empirically-based evaluations of four adult basic education programmed learning programs: How to Manage Your Money, Jobs; Looking Ahead in Life; and Safety. Measures of the amount learned from these programs indicate that, in general, they led to sufficient degrees of learning to justify their wider distribution to appropriate adult basic education students. More particularly, the Jobs and Safety programs led to relatively superior amounts of learning, while Money and Looking Ahead led to an adequate amount by previously established criteria. Students who used these programs and a sample of teachers for whom these programs are intended generally evaluated them favorably. The error rates for all programs were extremely low, indicating that the programs are successful by the error rate criterion.

See Also: 5230 Adult Basic Education - General

- 277 PROGRAMMED LEARNING IN THE SMALL FIRM. Barratt, A. M.; Lucas, C. B. In Industrial and Commercial Training, Vol. 5, No. 3. Mar 1973. pp. 130-133.

This article starts by discussing the problems of training management in small firms using the traditional course method. These problems are summarized under the following headings; owner/managers do not have the time to attend courses, the courses are usually not relevant being aimed at large firms, owner/managers usually find it more difficult to discuss their own weakness than managers from large firms. To attempt to overcome these problems a pilot study was done on the use of teaching machines for management training in small firms. To start off the pilot study a letter was sent to the managing director of a number of firms stressing the main advantages of using a teaching machine (self-pacing, low cost, convenience and the fact that the programs were problem based). The firms who answered the letter were then given a visit, the use of the machine demonstrated and the machine

left with a program for them to try out. The training advisor after two weeks contacted the firm to monitor progress and deal with problems which may have arisen. The results of the pilot study were on the whole extremely favorable to the scheme although there was some criticism of the programs currently available, but this is not a great problem. The future plans are to extent this system of management assistance to give a wider coverage.

- 278 UNDERSTANDING THE PROCESS OF DIFFERENTIAL DIAGNOSIS: PREREQUISITE TO THE TRAINING OF MEDICAL AND VETERINARY MEDICAL PRACTITIONERS. Wagner, Roy M. K. Paper presented to the Adult Education Research Conference (St. Louis, Missouri, April, 1975). 43 p. (ED 110 840), EDRS price, MF \$.76, HC \$1.95.

The paper describes an auto-tutorial methodology for training veterinary medical practitioners to perform differential diagnoses. It describes in detail the three phases of differential diagnosis: sensory pick-up, a combination of cognition and memory; categorization, the process by which diagnosticians group symptoms and signs prior to diagnosis; and inferential strategy, a combination of what diagnosticians refer to as intuition and confirmation techniques. The paper criticizes traditional methods of classroom instruction in differential diagnosis which present practitioners with informational cues in single disease categories in symptom-grouped fashion rather than in multiple disease categories characteristic of real-life situations. Students instructed in traditional methods when confronted with a real diagnostic problem must first complete a transfer from the learned system of information (single disease categories) to the alternative system (multiple disease categories) before diagnosis can take place. The paper briefly reviews a pilot study, utilizing both graduate and undergraduate veterinary medical students, which yielded data tending to verify the transfer hypothesis. Through an understanding of the differential diagnostic process, however, simulation exercises can be constructed to teach the organization of information into multiple disease categories and the inferential skill required to utilize the multiple disease categories to reach tentative diagnoses.

See Also: 5850 Medicine and Health

2800 Correspondence Study

- 279 AN EXPLORATORY STUDY OF CORRESPONDENCE STUDENTS. Anderson, Thomas H.; Tippy, Paul H. Illinois University, Urbana, IL. Division of University Extension. 1971. 29 p. (ED 070 960), EDRS price, MF \$.76, HC \$1.95.

This study is the first of a larger research program aimed at identifying and parameters affecting the selection of, completion of, and achievement in correspondence study. A 15-item questionnaire and a cover letter which explained the project were mailed to 486 students who were enrolled in at least one correspondence course. Only 134 of the questionnaires were filled in correctly and returned. Three items of data were coded onto the questionnaires as they were returned: sex of student, number of lessons completed, and number of lessons in the correspondence course. The first four items

measure students' reactions to their courses of study and to correspondence study in general. Results from item 2 show that 64% of the students rated the courses interesting or very interesting, while 15% rated the courses as uninteresting or very uninteresting. Responses to item 5 indicate that about one third of the respondents did not establish a lesson completion schedule for their course. Results from items 6 and 7 show that most students would not have welcomed help by the correspondence office in establishing and administering any type of lesson schedule. Recommendations include: (1) that each correspondence course prepared by university instructors be evaluated by peers of the instructor; and (2) that materials be prepared which will enable a student to plan his study schedule.

- 280 REPORT OF ASSESSMENT AND DEVELOPMENT--INCE'S DEPARTMENT OF CORRESPONDENCE INSTRUCTION. Wedemeyer, Charles A. Wisconsin University, Madison, WI. University Extension. Feb 1973. 69 p. (ED 078 299), EDRS price, MF \$.76, HC \$3.32.

An evaluation of INCE's Department of Correspondence Instruction, Caracas, Venezuela, was carried out to evaluate the present program, suggest ways in which the present program can be expanded, and advise the staff in the use of media and technology. The six chapters of the report are as follows: 1. Introduction; 2. Background to Development; 3. Evaluation of the Correspondence Instruction Department and Program; 4. Areas of Potential Growth--Development as the Aim of Education; 5. Evaluation and Quality control; and 6. Guidelines for Phase II Development and Conclusion. Seven appendixes to the report provide information concerning persons and documents consulted; INCE: Mission, Objectives; Department of Correspondence Instruction: Mission, Objectives; INCE: Structure in Which Department Operates; Department of Correspondence Instruction: Program Development Processes; Correspondence Curriculum and Courses; and Department of New Methods: Mission, Objectives.

- 281 A SURVEY OF TIME REQUIRED TO COMPLETE UNDERGRADUATE COURSES BY CORRESPONDENCE STUDENTS AND BY RESIDENCE STUDENTS. Anderson, Thomas H. 1971. 20 p. (ED 067 556), EDRS price, MF \$.76, HC \$1.58.

A survey method of research was used to collect data from correspondence and residence students at the University of Illinois concerning their present courses. Results indicate that the time required to prepare lessons for a correspondence course is approximately equal to that required for residence students. The major exception to this finding is in the humanities area where preparation for correspondence study is somewhat greater. Ratings from correspondence students show the courses to be, on the average, interesting and rather difficult. Difficulty in a course seemed to be more a function of the amount of writing required by the lessons than by whether the course was interesting or not.

- 282 PERCEPTIONS OF THE NATURE AND SCOPE OF EFFECTIVE ADULT VOCATIONAL TEACHER CHARACTERISTICS AS HELD BY ADULT STUDENTS, TEACHERS, AND COORDINATORS OF ADULT EDUCATION IN OKLAHOMA AREA VOCATIONAL-TECHNICAL CENTERS. Penner, Wayman R.; Price, Robert R. Oklahoma State Department of Vocational and Technical Education, Stillwater, OK. Division of Research, Planning, and Evaluation. July 18, 1972. 30 p. (ED 069 894), EDRS price, MF \$.76, HC \$1.95.

The purpose of this study was to identify those behavioral teaching acts or patterns which characterize the effective adult vocational teacher as perceived by means of a questionnaire administered to eight coordinators of adult education programs, 70 adult teachers or trade and industrial education, and 865 adult students in trade and industrial education from eight selected vocational schools in Oklahoma. The questionnaire was developed by a panel of experts and by the directors of the schools used in the study and administered during the eighth to tenth week of class in the Fall 1972 school year. Structured to obtain responses on a 5-point rating scale as to the degree that respondents perceived the item to be an adult vocational teacher education need, questionnaire results show that adults and adult educators agreed that all behaviors in this study are indicative of the ideal adult vocational teacher, although they did not agree as to the relative importance of some items. Those items receiving the highest ratings were: (1) exhibits enthusiasm and support for the teaching field, (2) teaches, practices, and enforces preventive shop safety procedures, and (3) gives demonstrations of skills and procedures.

- 283 TEACHING EDUCATIONALLY DISADVANTAGED ADULTS TO READ. Schnell, Thomas R. Paper presented at the Annual Convention of the International Reading Association (18th, Denver, Colorado, May 1-4, 1973). 10 p. (ED 074 453), EDRS price, MF \$.76, HC \$1.58.

This study compares the effectiveness of two approaches to teaching survival reading skills to 50 semi-literate adults. One group was given reading instruction from high interest-low vocabulary reading materials at appropriate levels of difficulty according to their results on the Gray Oral Reading Test, Form A. The second group was given reading instruction in materials selected because of their frequency of use in daily activities, such as newspapers, magazines, forms for welfare payments, driver's licenses, appliance warranties, and job applications with no attention given to the readability level of any of the materials. Following four months of small group tutoring three times a week, both groups were retested with Form B of the the Gray Oral and were administered a questionnaire to assess their feelings about the program and how much they felt it help them. The second group made significant gains on the post-test and also had more positive feelings about the program. Findings indicated that increases in performance were more closely related to motivation than to instructional materials.

- 284 TOWARD GOG AND MAGOG OR?: A CRITICAL REVIEW OF THE LITERATURE OF ADULT GROUP DISCUSSION. Osinski, Franklin W. W.; And Others. Syracuse University, NY; ERIC Clearinghouse on Adult Education. Syracuse University, NY; Publications Program in Continuing Education. Aug 1972. 92 p. (ED 066 652), EDRS price, MF \$.76, HC \$4.43.

This report presents a review of research on group discussion as used in adult education within the context of the nature of man and in relation to his ultimate end of self-realization. The review considers (1) those factors involved in group discussion; (2) its broad purposes, for example, mutual education, affecting self-concept, and attitudes and interpersonal change; and (3) approaches to it, for example, the leadership role, non-manipulation approaches, and human relations and sensitivity training. Discussion is also examined in the service of institutions—parent education, religious education, education for aging, and public affairs discussion. Discussion and the mass media are reviewed, that is, international uses, community education, and a recent scientific approach. Such pitfalls to be avoided as mechanistic values, educational chauvinism, intellectual elitism, and the tyranny of numbers are analyzed. The final chapter deals with the "precipice of infinity" in which the following topics are discussed: affective and intellectual self-actualization, and ideal discussion groups, and whether life itself is at stake.

2920 Human Relations, Laboratory Training

- 285 AN ATTEMPT TO ASSESS THE PSYCHOLOGICALLY DISTURBING EFFECTS OF T-GROUP TRAINING. Cooper, C. L. In Social and Clinical Psychology, Vol. 2, Pt. 4. Dec 1972. pp. 342-345.

A principal objection to T-group training is that it may be psychologically disruptive. Reddy (1970) used the Tennessee self-concept scale. T-group members showed significantly more changes toward greater pathology. This study measured participants' behavior which might reveal psychological disturbance. Two basic questions were posed: did T-group volunteers have personality differences from people who did not volunteer? Did participants seek medical advice after training? This study was designed to see if T-group participants were more likely to visit their doctor than non-participants. Subjects used were 36 third-year psychology students, 19 in a T-group, 17 in a control group. Psychometric differences between members of the groups were measured with the 16 PF (form C). The Student Health Service provided information on visits to doctors by 33 subjects during the seven weeks after the T-group and during the same seven weeks in the second year. Approximately 60% of all subjects visited the Student Health Service during each period; there was no significant difference between T-group and control group. Evidence indicated no psychological disturbance in T-group members, but these were all volunteers and students; non-volunteer, non-student T-group members may react differently.

- 286 DIFFERENTIAL T-GROUP GAINS IN ACCEPTANCE-REJECTION OF THE SELF VERSUS OTHERS. Hurley, John R.; Force, Elizabeth J. 1971. 18 p. (ED 066 664), EDRS price, MF \$.76, HC \$1.58.

This is the report of a "human relations" lab which was held on a rural estate where the staff and participants lived for eight days. Both six months after and five weeks before participation in this intensive T-group experience, the participants were described by themselves, one intimate, and one colleague on a variety of personality measures which reduced--as anticipated from theory--to independent measures of self-acceptance (SA) and other-acceptance (OA). Covariance analysis of perceived changes (postlab score minus prelab score) revealed significant gains on both dimensions as well as significant variations in self-acceptance gains by T-groups. Within-lab ratings of trainers by T-group members on effectiveness, self-disclosure, and feedback-seeking generally correlated positively and significantly with changes in both self-acceptance and other-acceptance by T-group units. Senior trainers who were diplomats in clinical psychology were notably most effective. The need for a greater emphasis upon the acceptance of others was indicated by the much smaller overall gain in OA than in SA.

- 287 THE EFFECT OF PERSONALITY ON PERFORMANCE. Mallows, Richard. In Industrial Training International, Vol. 8, No. 11. Nov 1973. pp. 321-322.

Trainee programmers were studied to see which structure for training was most effective--groups selected by personality traits, random grouping, and individuals. The selected groups were superior in technical information but individuals showed the best productivity rate.

See Also: 1160 Psychological, Personality Factors

- 288 EFFECTS OF A GROUP COUNSELING MODEL ON SELF-CONCEPT AND RELATED VARIABLES WITH ADULT MEMBERS OF DISADVANTAGED FAMILIES. AN AFFECTIVE EVALUATION STUDY. COUNSELING SERVICES REPORT NO. 20. Mayotte, Alan C.; Conrad, Rowan W. Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, MT. Sep 1974. 68 p. (ED 103 572), EDRS price MF \$.76, HC \$3.32.

The study examines the effectiveness of theme-centered group counseling conducted by experienced professional counselors in impacting the self confidence of disadvantaged adults and also the development of interpersonal and intrapersonal sensitivity. Major questions focused on ascertaining if: (1) self concept developments of a sample of entering students were less favorable than those of the general population, (2) self concept could be improved through the group counseling technique employed, and (3) improvement in self concept differed between an eclectic cognitive cycle and two reference groups. Secondary questions regarding the effect of treatment on interpersonal and intrapersonal facility were also addressed. Subjects were drawn from students in the program and were assigned to various group counseling situations. Results are discussed in terms of differences between experimental subjects' entry scores and TSCS norms, differences between pre- and post-treatment TSCS scores and selected POI scales, comparison between treatment and reference groups on indicators of self concept development, development of interpersonal and intrapersonal facility, and comparison between

groups on these variables. Overall conclusions are that experimental subjects experience subnormal self concept development at initiation of treatment, that counseling treatment positively impacts self perception, and that the strongest impact is found in the theory focused group.

See Also: 1160 Psychological, Personality Factors
4750 Disadvantaged Groups - Minority

- 289 AN EVALUATION OF A RACE RELATIONS SEMINAR. Gaines, Richard N.; Hoine, Haskel. Naval Technical Training Command, Millington, TN. Research Branch. Apr 1973. 36 p. (ED 074 366), EDRS price, MF \$.76, HC \$1.95.

This report evaluates the effectiveness of a seminar approach to changing attitudes on race relations. The seminars were relatively open-ended dialogue between black and white servicemen. The seminars had 16 members and were run by two facilitators that had only local or minimal training. Attitude change was measured by the Woodmansee Multifactor Racial Attitude Inventory. A six-group experimental design was used that provided for testing prior to the seminar, testing at the end of the one-week seminar, and at a three-month interval with appropriate control groups. Results indicated that the seminar changed racial attitudes significantly, in an equalitarian direction, at the one-week and three-month testing intervals.

- 290 EVALUATION OF THE USE OF GROUP DYNAMICS TRAINING IN THE EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM. Mertvedt, Marjory M. A paper presented at the Adult Education Research Conference (St. Louis, MO, April 17, 1975). 31 p. (ED 110 844), EDRS price, MF \$.76, HC \$1.95.

The paper evaluates the use of group dynamics training for Expanded Food and Nutrition Education Program (EFNEP) aides in Ohio and assesses low income homemakers' adoption of group participation. The treatment group of aides was given week-long experimental group dynamics training which was coupled with nutrition and money management subject matter. A second group participated in two, day-long group dynamics training sessions, and a third group had no training in group dynamics except for a brief introduction. The aides studied were the total population of EFNEP aides in three Ohio Extension areas. Aides in the first two groups registered an increase in positive attitude toward group teaching over time. The second and third groups registered an increase in knowledge of group dynamics methods over time, whereas the first group remained stationary. Regarding adoption of group methodology, the treatment group significantly attained the training objectives. The data indicate, however, that other factors besides training can influence aide adoption of group methodology. The data also show a substantial proportion of low income EFNEP homemakers desire some kind of group activity, especially rural women, metropolitan black women, and women with few years of schooling.

- 291 HELPING A LEARNING GROUP MATURE. Parsons, Jerry. Prepared for presentation at the AEA-USA Conference (Miami, Florida, November 5, 1974). 12 p. (ED 106 498), EDRS price, MF \$.76, HC \$1.58.

The ultimate goal of a learning group is to help learners achieve their goals and objectives and to help them learn to live in a rapidly changing and evolving society. Within the context of social change, the author examines how internal dynamics can be used to aid a teacher in developing an effective learning group. Drawing from psychology, sociology, and adult education, the paper deals with the structure and definition of learning groups; the interests, motivations, expectations, and aspirations of each individual; the development of a conducive atmosphere; group size and composition; group identity; social control; group standards; human relations skills; role definition; communication patterns; goals; methods; and group evaluation. The role of the teacher evolves from that of the traditional educator to one of facilitator who must understand the dynamics of collective behavior and its impact on the individual. Several checkpoints for the facilitator to be aware of are: group size; diverse capabilities within a group; mutual involvement of facilitator and student; group solidarity; maintenance of standards related to subject competency; detection of problems; student responsibility for learning; cooperation; effective interdependent communication; coordination of needs, goals and methods; and the mechanics of group evaluation. A bibliography is provided.

See Also: 4000 EVALUATION

- 292 HUMAN RELATIONS IDEABOOK. McRae, Jean A. National Education Association, Washington, DC. Center for Human Relations. 1971. 43 p. (ED 064 058), EDRS price, MF \$.76, HC \$1.95.

Intended for local human relations committees and commissions, this ideabook may serve as a do-it-yourself kit, a springboard for human relations action, showing concrete action steps that can be taken. Ideas and suggestions given in the booklet may be used to provide a basis for organizing a human relations committee; awaken the educational community to the vast range of human relations concerns; provide material for thought, discussion, roleplay, and personal involvement; and provide curriculum materials for high school and college classes and in-service training of teachers. Activities suggested in Part I include surveys, contests, meetings and small group discussions, special events and celebrations, games and exercises, displays, multiethnic and multicultural education, special youth programs, conferences and workshops, community involvement and political action, and projects with young children and foreign countries. Part II, Think Tank, is developed for teachers needing an aid to stimulate deep thinking as a prelude to action. Action stimulators are of two kinds: (1) situations, designed for either oral or silent reading and discussion to provoke an educational exchange of opinion, and (2) roleplays, based on what happens in daily life. Both activities are followed by groups of questions around a related issue.

See Also: 2210 Community Education and Development

- 293 HUMAN RELATIONS TRAINING. Newstrom, John W. In Training and Development Journal, Vol. 27, No. 4. April 1973. pp. 3-6.

Compares two training programs in a controlled experimental procedure to demonstrate the value of human relations training.

- 294 IDENTIFYING A POWER ELITE IN A MICROCOSMIC ADULT COMMUNITY. Roberts, William B. 27 p. (ED 092 797), EDRS price MF \$.76, HC \$1.95.

The study presents the results of testing an original observation instrument designed to identify a power elite in multiple sessions of two eight-member adult discussion groups. Two questions guided the development of the study: (1) Can a power elite be identified in participation training groups? (2) Can an effective observation instrument with acceptable technical characteristics be developed to identify behavior manifestations of power in participation training groups? Related literature is reviewed, testing methodology and statistical procedures discussed. The study concludes that both questions are answered affirmatively and that in support of statements made that power relations are an integral part of group processes in which decisions are made, power identification is a starting place for assessing where a group is in relation to patterns of influence in decision-making and problem solving. A bibliography, tables and social interaction survey are included.

- 295 IMPACT OF GROUP COUNSELING ON SELF AND OTHER ACCEPTANCE AND PERSISTENCE WITH RURAL DISADVANTAGED STUDENT FAMILIES. COUNSELING SERVICES REPORT NO. 15. Schwager, Herbert A.; Conrad, Rowan W. Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, MT. June 1974. 17 p. (ED 103 573), EDRS price, MF \$.76, HC \$1.58.

The current study examined the effectiveness of a theme-centered developmental group model focusing on communications and on the differential effects of two group settings for counseling delivery. The subjects were 32 young, disadvantaged adults, consisting of 15 married couples and two divorced females, who were randomly assigned to spouse together and spouse apart treatment options focusing upon the Minnesota Couples Communication Program (MCCP). The success criteria were improved self and other acceptance as measured by the Berger Self Acceptance Scale. Both settings showed significant improvement on each acceptance variable with no significant difference observed between treatment settings, leading to the conclusions that the MCCP is an effective vehicle for improving self and other acceptance in the population in both spouse together and spouse apart treatment settings.

See Also: 1160 Psychological, Personality Factors
2230 Rural Communities

- 296 IS THE LABORATORY METHOD'S VALUE LIMITED IN ORGANIZATIONALLY MIXED STRANGER GROUPS? Cohen, Barry M.; Keller, George, Jr. In Training and Development Journal, Vol. 29, No. 9. Oct 1975. pp. 41-45.

The results of the study of 30 volunteer trainees suggest that, although trainers have little control over the kind of trainees sent to an external laboratory program and the type of organizations sending them, such control appears unnecessary.

See Also: 6200 MANAGEMENT, SUPERVISION

- 297 LEADERSHIP AND SOCIETY: A COMPARATIVE STUDY OF THE VIEWS OF KURT LEWIN AND RAYMOND B. CATTELL. Cowell, Catherine R. Paper presented at the Annual Meeting of the Speech Communication Association (58th, Chicago, Illinois, December 27-30, 1972). 12 p. (ED 072 481), EDRS price, MF \$.76, HC \$1.58.

The author contrasts the views of two theorists on leadership and communications, Raymond B. Cattell and Kurt Lewin. Cattell takes the authoritarian view that leaders are born, not made, and proposes the application of eugenic measures to develop the leaders that society needs, also stressing the importance of research to help to identify leaders. Lewin assumes the more democratic view that leadership qualities can be learned and that everyone is potentially a leader in the framework of group decision. The author holds that both Cattell and Lewin hold optimistic views of the future and the nature of man and that they are equally scientific and humanitarian. Lewinians might avail themselves more widely of the precision of Cattell's methods, whereas Cattell could profitably employ the Lewinian principle of active experimentation with change. The possibilities for synthesis of the two approaches suggest interesting prospects for future research, training, and action.

See Also: 4000 Teachers, Leaders, Change Agents

- 298 LEARNING GROUPS. Douglas, Daryl. In Australian Journal of Adult Education, Vol. 12, No. 2. July 1972. pp. 72-74.

Author compares and analyzes the objectives and methods of T groups and discussion ("learning") groups; he finds the latter more open, with "reality less centered in the life of the group."

- 299 A NARRATIVE OF HEAD START PARENTS IN PARTICIPANT GROUPS. Wohlford, Paul. 1971. 57 p. (ED 073 824), EDRS price, MF \$.76, HC \$3.32.

Sensitivity training groups rarely have been conducted among people of low income. A modification of the laboratory training method, here call the "participant group method," was used with low-income black parents of Head Start children to demonstrate under what conditions participant groups might be helpful to parents and their children. Eight different groups, each met twice a week for eight weeks within the context of either helping the child with language skills at home or helping the parents with their problems of child-rearing. Parent trainers worked in teams of two, including a mother from the community. Both fathers and mothers participated. Most groups succeeded in engaging the parents' participation in child-rearing or related discussions, as judged from the attendance and the group process data. In conclusion, the participant group method seems to be a very effective vehicle to deliver community-clinical psychological services directly to low-income parents for educational, remedial, and preventive functions regarding their preschool children.

See Also: 4760 Poor
7020 FAMILY, PARENT EDUCATION

- 300 THE RELATIONSHIP BETWEEN GROUP PROCESS TRAINING AND GROUP PROBLEM SOLVING. Pankowski, Mary L.; And Others. In Adult Education, Vol. 24, No. 1. Fall 1973. pp. 20-42.

The study investigated the relationship between group process training and group effectiveness. Statistical tests of the data revealed (1) significantly greater distribution of participation, (2) a significantly smaller percentage of self oriented contributions and a higher proportion of group oriented contributions and (3) significantly higher quality solutions to problems by the trained group.

Note: Also available as Ph.D. thesis from Florida State University, Tallahassee, FL. College of Education. Available from University Microfilms, 300 North Zeeb Rd., Ann Arbor, MI 48106. June 1972. 124 p.

- 301 A THREE CHANNEL MODEL FOR ANALYSIS OF COMMUNICATION. FINAL REPORT. Boyd, Robert D. Wisconsin University, Madison, WI. Adult Instructional Research Laboratory. Sep 10, 1972. 131 p. (ED 068 795), EDRS price, MF \$.76, HC \$6.97.

A transactional theory which views interpersonal behavior as being communicated simultaneously on 3 channels was tested. Forty dyadic groups were composed which ranged from compatibility to incompatibility through all possible combinations on the 3 channels. The groups tested the hypothesis that there would be a linear relationship between intro-group compatibility and a set of 5 dependent variables. Each of the dyads was scheduled for a half-hour discussion period in which members worked together to solve a case study problem. Following the discussion sessions, each member completed a post-meeting test instrument. Results of 3 of the linear relationships were in the predicted direction; the fourth set of data provided conflictual results; and the fifth set of data gave results not supportive of the theory.

- 302 THREE CHANNEL THEORY OF COMMUNICATION IN SMALL GROUPS. Boyd, Robert D.; Wilson, John P. In Adult Education, Vol. 24, No. 3. Spring 1974. pp. 167-183.

In an initial test of a theory of increasing content, forty experimental dyads ranging from compatibility to incompatibility were composed and studied. The three channels are identified as the motivation, delivery and information channels. A linear relationship between intra-group compatibility and a set of five dependent variables was hypothesized.

2950 Simulation, Gaming

- 303 ANALYSIS OF THE TRANSFER OF TRAINING, SUBSTITUTION, AND FIDELITY OF SIMULATION OF TRAINING EQUIPMENT. TAEG REPORT 2. Naval Training Equipment Center, Orlando, FL. Training Analysis and Evaluation Group. 1972. 45 p. (ED 070 272), EDRS price, MF \$.76, HC \$1.95.

This report summarizes, evaluates, and synthesizes the data on the training value of training devices. The report discusses the issues of substitution of some operational training time by training devices and the relationship between training effectiveness and cost (fidelity of simulation). These general conclusions were made: (1) experiments reveal that substantial amounts of flight time can be substituted for by simulator time; (2) most experimental work has been done on simple aircraft and trainers; (3) different kinds of flight tasks have different transfer effects; (4) the level of simulation and kind of trainer importantly influence transfer; (5) careful specification of both trainer and operational tasks is necessary if transfer is to occur; (6) motion of particular kinds affects trainee performance and transfer; (7) addition of motion and visual displays increases fidelity requirements; (8) how a device is used may influence learning and transfer to a greater degree than trainer design; (9) differences between training and operational equipment are necessary to exploit training technology; (10) a precise specification of tasks and measures of operational transfer tasks is vital to effectiveness evaluation.

See Also: 8000 Armed Forces

- 304 APPLICATION AND UTILIZATION OF TRAINING AIDS AND DEVICES: SIMULATED EXERCISES AND TRAINEE PERFORMANCE EVALUATION. FINAL REPORT. Chesler, David J. Naval Personnel and Training Research Lab., San Diego, CA. (AD-749 005), NTIS price, MF \$.95, HC \$3.00.

The final report summarizes accomplishments and implications of the project for the development and implementation of Navy training devices that utilize computer-based simulation. The emphasis is on Navy Anti-Air Warfare in the shore-based training environment, but the results are applicable to other training environments. The report also describes achievements in the areas of exercise design. Both conventional and Navy Tactical Data Systems (NTDS) are represented. The methodological procedures are applicable to tactics evaluation and system effectiveness evaluation.

See Also: 8000 Armed Forces

- 305 THE DESIGN AND EVALUATION OF A RURAL LAND USE PLANNING SIMULATION GAME. Barkley, William D.; Dickinson, Gary. In Adult Education, Vol. 24, No. 4. Summer 1974. pp. 280-292.

Forty rural adults of British Columbia participated in a simulation game using land capability data to teach rural adults certain principles and competencies required for effective land use planning.

See Also: 2230 Rural Communities

- 306 SNAP/SMART II. FINAL REPORT. Educational Computer Corp., Radnor, PA. Apr 30, 1972. 71 p. (PB-210-864), NTIS price, MR \$.95, see catalog for hardcopy price.

Trainees with low reading achievement (0 to 4th grade levels) were recruited, tested, and selected for training in four areas: auto mechanics, appliance repair service, heating services, and electronics, especially radio and television repair. The project employed a work simulation device, the Smart simulator, to help overcome the traditional training program reliance on printed textbook matter while concurrently teaching remedial reading and mathematics to upgrade basic skills.

See Also: 5230 Adult Basic Education - General
6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

3010 Inservice

- 307 BALANCED PROGRAMMING - WHAT ES-USDA STAFF UNDERSTANDS IT TO BE, HOW MUCH COMMITMENT THEY HAVE TO IT, AND WHAT DIFFERENCE THE APRIL, 1971 IN-DEPTH WORKSHOP MADE: RECOMMENDATIONS FOR FURTHER STAFF DEVELOPMENT TO ACHIEVE BALANCED PROGRAMMING. Bennett, Claude F. Department of Agriculture, Washington, DC. Extension Service. Sep 1971. 29 p. (ED 075 703), EDRS price, MF \$.76, HC \$1.95.

The ES-USDA staff's understanding of, acceptance of, and perceived feasibility of balanced programming were measured before and after an ES-USDA workshop concerning the balanced programming concept. A semantic differential scale was used. Results showed that: (1) ES staff believes the following changes would be necessary for balanced programming--slightly less adult-oriented, much more racially liberal, much more low-income oriented, much more urban-oriented, much more socially (vs. technologically) oriented, slightly more oriented toward low education, moderately more community (rather than family) oriented, much more innovative, slightly more publically (vs. special interest) sanctioned, and much more politically bold; (2) only 30% of ES staff are committed to achieving program balance within the next 3-5 years; (3) the workshop increased staff preference for balanced programming; (4) the workshop decreased perceived feasibility of balanced programming. It is recommended that the feasibility of balanced programming be demonstrated to ES staff.

See Also: 7600 Cooperative, Rural Extension

3015 On-the-Job

- 308 DEVELOPMENT OF TRAINING FOR A NEW MANUFACTURING PROCESS. Sisson, Gary R. In Training and Development Journal; Vol. 26, No. 12. Dec 1972. pp.22-31.

Assessment of an in-house approach to start-up training in a process industry.

See Also: 1505 Program Planning and Processes

- 309 ESTIMATED COST OF ON-THE-JOB TRAINING TO THE 3-SKILL LEVEL IN THE COMMUNICATIONS CENTER OPERATIONS SPECIALTY. Dunham, Alan D. Air Force Human Resources Lab., Lackland AFB, TX. Personnel Research Division. June 1972. 35 p. (AD-753 093), NTIS price, MF \$.95, HC \$3.00.

Decisions concerned with the use of alternative Air Force training methods require several types of data. Among these are capacity to train, cost of the training, and quality of the trained airmen. The two methods of formal training in the Air Force are on-the-job training (OJT) and technical school training. The data currently being provided to decision makers for selecting the proper mix of these two training methods can be substantially improved.

See Also: 8000 Armed Forces

- 310 SYSTEMATIC APPROACH TO ON-THE-JOB TRAINING. PART 1. Higgs, M. J. In The Training Officer, Vol. 8, No. 11. Nov 1972. pp. 332-337.

Paper is concerned with training within the insurance business and attempts to show the value of a systematic approach to on-the-job training and to examine the effectiveness of programs constructed in such a manner.

- 311 SYSTEMATIC APPROACH TO ON-THE-JOB TRAINING, PART 2. Higgs, M. J. In The Training Officer, Vol. 8, No. 12. Dec 1972. pp. 358-363.

Paper is continuation of an article on training within the insurance business and attempts to show the value of a systematic approach to on-the-job training and to prove that the methods discussed in this paper enable training to a high degree of accuracy to be effected in a short time.

3050 Demonstration

- 312 CONTINUATION OF A SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT IN ADULT EDUCATION. FINAL REPORT. Detroit Public Schools, Detroit, MI. 1971. 37p. (ED 101 150), EDRS price, MF \$.76, HC \$1.95.

The project attempted to involve uneducated and undereducated and/or unemployed and underemployed young adults in an education-tutorial-employment oriented program. The report discusses the result of a review of the project's efforts and suggests changes where needed to achieve sound and humane urban-oriented educational practices. The program was divided into areas of English-social studies, mathematics-science, and guidance and counseling services. A special emphasis was placed on aspects of the areas particularly relevant to Blacks. For each area the discussion is organized according to a common format: proposed objectives, methodology, and recommendations. The topics discussed in the academic areas are presented in brief outline form. Guidance and counseling services are emphasized. This aspect of the program has undergone several changes in developing a paraprofessional-oriented teaching and recruiting staff. The need for additional professional supportive help was indicated. Avenues for the recruitment of students were investigated. Funding is necessary for the Institute's continuation. It was felt past success was based on combination of factors: staffing, administration, organizational climate, and accountability.

See Also: 4800 Blacks

3100 MASS MEDIA

- 313 AGRICULTURAL MARKET NEWS PROGRAMMING OF WISCONSIN RADIO AND TELEVISION STATIONS. Kroupa, Eugene A.; And Others. Wisconsin University, Madison, WI. College of Agricultural and Life Sciences. Dec 1972. 31 p. Available from Agricultural Bulletin Building, 1535 Observatory Drive, Madison, WI 53706 (\$.30 plus postage). (ED 074 357), EDRS price, MF \$.76, HC \$1.95.

This study was designed to determine what Wisconsin's 92 AM and 107 FM radio and 18 television stations were providing as agricultural market information programming. Data were collected via a two-phase survey. It was found that the number of stations giving farm and market news were 79% of AM, 56% of FM, and 1% of television stations based on a 100% accounting of all Wisconsin stations. Much of the data is given in tabular form.

- 314 FARMERS' USE OF PUBLICATIONS. REPORT OF A SURVEY OF ONTARIO FARMERS' RECEIPT AND USE OF THREE TECHNICAL PUBLICATIONS OF THE ONTARIO DEPARTMENT OF AGRICULTURE AND FOOD. Blackburn, Donald J. Guelph University, Ontario. Ontario Agricultural College. 1972. 28 p. (ED 072 345), EDRS price, MF

\$.76, HC \$1.95.

A survey was conducted to determine the extent of Ontario farmers' receipt, use and perception of three publications of the Ontario Department of Agriculture and Food--"Field Crop Recommendations for Ontario," "Guide to Chemical Weed Control" and "Dairy Husbandry in Ontario." A questionnaire was mailed in May 1969 to a two percent random sample (1,936 eligible respondents) of all commercial and non-commercial farmers in Ontario. The response rate was slightly more than 46 percent, or 986 questionnaires. Results showed that: (1) 49 percent received one or more publications; (2) 33 percent received two or more publications while 16 percent received only one; (3) 1/4 of all respondents were unaware of the availability of ODAF publications; (4) age, income, and educational attainment tended to be associated with receipt of more publications; (5) 95-97 percent of those who received at least one indicated it was at least "fairly valuable"; and (7) nearly half of the recipients received publications from an agricultural representative rather than through the mail. The questionnaire, characteristics of respondents, and sample representativeness are provided in appendices.

See Also: 7600 Cooperative, Rural Extension

- 315 MASS MEDIA GATEKEEPERS FOR COLLEGES OF AGRICULTURE. Hatch, J. Cordell. In ACE Quarterly. Oct-Dec 1971. pp. 31-40.

To reach the public, most news and information from colleges of agriculture must pass through an intermediary - a "mass media gatekeeper." the gatekeeper may be a newspaper or magazine editor, a broadcaster or program director, or even county extension agents. A survey was made of active and voting members of four national gatekeeper associations: American Agricultural Editors Association; National Association of Farm Broadcasters; Newspaper Farm Editors of America; and the Cooperative Editorial Association; most states were represented by these four. Objectives were to determine what information services the gatekeepers were getting from colleges of agriculture, how they evaluated the services received, and what recommendations they had for improving services or starting new ones. Practically all the magazine and newspaper editors responding receive news releases from colleges of agriculture, but only 62% of broadcasters. Half said they could use "some more" or "much more." All could use many more (action) photographs than they receive. Comments on content were generally favorable - "good" to "fair"; farm magazine editors were most critical. They would like farm experience stories, research results, exclusive articles with photos, and new ideas for profitable production. Most gatekeepers would like higher quality writing, a closer relationship with college editors, more use of the telephone for timely news, better scheduling, and less concern with promoting college staff members and more for what the people really want and need.

- 316 THE MEDIA PROFESSIONAL IN INDUSTRIAL TRAINING AND DEVELOPMENT. Macaluso, Michael D. In Training and Development Journal. Vol. 27, No. 4. Apr 1973. pp. 22-24.

Results of a survey on the need, function, and competencies of the media professional in industry.

- 317 PROJECT RFD: REPORT OF EXTERNAL EVALUATION TEAM. Colorado State University, Ft. Collins, CO. Human Factors Research Lab. July 1972. 67 p. (ED 109 327), EDRS price, MF \$.76, HC \$3.32.

The report presents an evaluation of the internal operation and potential application of Project RFD, a multi-media demonstration project in Adult Basic Education for rural adults. The first section of the report contains a description of the project, and a summary and rating of the attainment of each of the 10 project goals. Subsequent sections evaluate the conceptualization, development, and operation of the project components: the television component, the home study materials component, the home visit component, and other components such as radio, almanac, and action line. The final section is a cost analysis of the project. Eleven recommendations, mostly of a general nature, are included.

See Also: 5230 Adult Basic Education - General

- 318 RADIO AND TELEVISION IN LITERACY. A SURVEY OF THE USE OF THE BROADCASTING MEDIA IN COMBATING ILLITERACY AMONG ADULTS. Maddison, John. United Nations Education, Scientific, and Cultural Organization, Paris, France. Department of Mass Communication. 1971. 83 p. Available from UNESCO Publications Center, P. O. Box 433, New York, NY 10016 (\$2.00).

Information obtained in a survey of the uses of radio and television in connection with literacy work in 40 countries of the world is presented. Much of the information consists of replies to UNESCO questionnaires on the subject. The countries surveyed were: Algeria, Cameroon, Central African Republic, Chad, Congo (Brazzaville), Ethiopia, Gabon, Guinea, Ivory Coast, Kenya, Madagascar, Mali, Niger, Rwanda, Senegal, Sudan, Tunisia, United Arab Republic, Upper Volta, Zambia, Cuba, Guatemala, Jamaica, Mexico, United States, Bolivia, Brazil, Chile, Colombia, Ecuador, Paraguay, Peru, Burma, China (Republic of--Taiwan), India, Iran, Laos, Italy, Spain, and Yugoslavia. A profile or composite picture of practices and experience in various countries is presented. The survey showed that broadcasting is making a valuable and in some cases essential contribution to literacy campaigns. Recommendations made include the following: (1) all the various ways of using radio and television should be fully exploited in all countries that have a sizeable illiteracy problem; (2) this should be done as part of an overall plan to develop the new techniques of communication for economic and social, and especially educational, advancement; (3) research that aids in planning and further research as well as into "methods" and "materials" is needed; and (4) training centers and programs for broadcasting personnel are needed.

See Also: 5280 Literacy Training -- Foreign

- 319 A RECONCEPTUALIZATION OF SOME FACTORS IN MASS MEDIA - INTERPERSONAL COMMUNICATION FOR DISSEMINATING TECHNOLOGICAL INFORMATION IN DEVELOPMENT PROGRAMS. Fett, John H.; Bostian, Lloyd R. Paper presented at the annual meeting of the Rural Sociological Society (Baton Rouge, Louisiana, August 22-27, 1972). 17 p. (ED 073 348), EDRS price, MF \$.76, HC \$1.58.

Five propositions, to be considered topics for further cross-cultural research, are discussed. It is recommended that questions of who has

information and what causes information to flow should be examined before studying the operative value of any particular flow pattern in a setting. The propositions are: (1) the flow of information (two-step or other) depends on its content; it is the media as content, not as institutions or channels alone, that is important; (2) when information has high interest value and/or is relevant, it flows: relevance is a function of the message and the situation; (3) gatekeeping and personal influence are distinctly different phenomena in information flow; (4) opinion leadership is in part a function of the information a person has; and (5) illiteracy is not a barrier to the flow of development information through interpersonal channels and is not an impenetrable barrier to receiving information from mass media sources including the print media. References are provided.

See Also: 7150 CROSS CULTURAL TRAINING
9040 Developing Nations

- 320 THE RFD PROJECT: A SUMMARY REPORT OF THE DEVELOPMENT, FIELD TESTING AND EVALUATION OF A MULTI-MEDIA PROGRAM IN CONTINUING EDUCATION FOR ADULTS. Wisconsin University, Madison, WI. Sep 1972. 359 p. (ED 102 429), EDRS price, MF \$.76, HC \$18.40.

The Rural Family Development (RFD) Project endeavored to instruct disadvantaged adults in basic skills through a home-based, multi-media system. The report, the last of three, is divided into three sections. The first (18 pages) contains five essays defining the basic positions taken by the RFD staff and discussions of the influences these positions had on the design of the project. The second section describes the RFD system (80 pages) as it was implemented during the 20-week field test--a mediated system using television, information bulletins, home visits, radio, a monthly Almanac, and toll-free 24-hour telephone service--and evaluations (180 pages). An internal evaluation by the RFD staff and the University of Wisconsin Psychometric Laboratory determined, through a survey instrument and personal interviews, that the home visit and media format were successfully received by the adult students. An external evaluation by the Human Factors Research Laboratory reported mixed responses to the way in which the media were used and as to how well the objectives were met. The final section (six pages) discusses project information dissemination.

See Also: 5230 Adult Basic Education - General

- 321 THE STATE OF KNOWLEDGE PERTAINING TO SELECTION OF COST-EFFECTIVE TRAINING METHODS AND MEDIA. Spangenberg, Ronald W.; And Others. Human Resources Research Organization, Alexandria, VA. June 1973. 138 p. (ED 078 295), EDRS price, MF \$.76, HC \$6.97.

A program was conducted to prepare a plan for research toward empirical determination of critical and procedures for optimal selection of cost-effective methods and media. The procedure followed was a review of pertinent literature, analysis of the findings, identification of problems for further research, and formulation of new approaches to resolution of the problems. Results fell into two categories: (1) those pertaining to methods-media definition and classification, and methods-media selection criteria and procedures, and (2) those pertaining to training cost-effectiveness and

analytical procedures. The literature review yielded little of immediate value. The empirical data on the relative cost-effectiveness of methods and media are insufficient as a basis for reliable selection of methods and media for specific training tasks.

See Also: 0175 FINANCE COSTS
8000 Armed Forces

- 322 TUNING IN ON RURAL LOUISIANA: A SURVEY OF ADULT RADIO LISTENING AND TELEVISION VIEWING HABITS. Darden, Douglas W.; Bertrand, Alvin L. Louisiana State University, Baton Rouge, LA. Cooperative Extension Service. Feb 1971. 22 p. (ED 067 526), EDRS price, MF \$.76, HC \$1.58

Study undertaken to obtain information on use rural Louisianians make of radio and television, and to determine the part various mass media play in lives of rural people. Information was solicited from 25 households within each parish in the state. Total number of persons sampled was 600. Cultural background, economic enterprises in parishes, relationship to metropolitan centers were factors considered. Results show women spend more time watching TV than men; income is not significant; the young and old are most avid TV and radio fans; and Negroes devote more time to radio and TV than whites. Most important mass media source of homemaking and agricultural information was magazines, of local, national and international news was TV. Study implies that more work should be done on television to reach more of rural population. Two graphs showing data collected are of marginal legibility.

See Also: 2230 Training of Development Workers

- 323 WANT ADS AND JOBS FOR THE POOR. Schiller, Bradley R. In Manpower, Vol. 6, No. 1. Jan 1974. pp. 11-13.

The purpose of the Washington metropolitan areas classified employment advertising research project was to determine the number of jobs actually available to the poor on unskilled out of the total job openings as advertised in the want ads in the newspapers.

3120 Multi-Media Methods

- 324 MULTIMEDIA COMPUTER-ASSISTED AND COMPUTER-MANAGED INSTRUCTION. Jones, A. Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation. Feb 18, 1972. 89 p. (ED 066 023), EDRS price, MF \$.76, HC \$4.43.

An experiment to study the use of a computer as an educational medium covered both higher education and continuing education. A general physics curriculum for physics and science education at the junior university level used multimedia computer-assisted and computer-managed instruction. In conjunction with continuing education the Imago method was used in two courses--one on financial management and the other on statistics. The main features of the Imago system included programed instruction, the Socratic method, closed circuit television, and phonotape recordings. Although the costs were high the results proved that students taking the multimedia course performed better than those receiving conventional instruction.

See Also: 2780 Programed Instruction
7510 Colleges, Universities

- 325 MULTIMEDIA STRATEGIES FOR IMPROVING THE EFFECTIVENESS OF MANAGERIAL STAFF MEETINGS. Griver, J. A.; Robinson, M. B. In Human Factors, Vol. 13, No. 1. Feb 1971. pp. 11-16.

The application of a communication training program designed to reduce non-productive time and to increase the level of individual participation during managerial staff meetings is described. The program was applied to a group of 20 staff members of a 152-bed hospital and was evaluated over a two-year period. After a preliminary communication analysis, multimedia feedback techniques were employed to reduce individual communication errors. Performance analysis, audio and video-tape recordings and playback were techniques employed. Results showing a 46% average time decrease in staff meetings and a 100% increase in individual participation during meetings are being maintained in the third year of study.

- 326 GENERATING A GROUNDED THEORY FOR VIDEOTAPE (VTR) TECHNOLOGY IN COMMUNITY DEVELOPMENT. Wagner, R. M. K. In Dialogue, Vol. 1, No. 3. June 1974. pp. 51-64.

The 1970 project, a joint undertaking of Challenge for Change and the University of Saskatchewan, investigated the usefulness of videotape (VTR) as an instrument for community development. Available from: Extension Division, University of Saskatchewan, Saskatoon S7N 0W0.

See Also: 2210 Community Education and Development

- 327 IS A VIDEO TAPE SEMINAR AS EFFECTIVE AS A LIVE SEMINAR? Parlette, G. Nicholas; Hutton, Gayle. In Journal of Continuing Education and Training, Vol. 2, No. 1. Aug 1972. pp. 43-49.

Results of this study show that video-tape seminar formats can, under certain conditions of use, produce cognitive and attitudinal effects on a par with "live" seminar formats.

- 328 THE SOCIAL ANIMATOR + VTR = COMMUNICATION?? A COMMUNICATION THEORY FOR VIDEOTAPE AS AN INSTRUMENT FOR COMMUNITY DEVELOPMENT. Wagner, R. M. K. Saskatchewan University, Saskatoon. Extension Division. (ED 092 748), EDRS price, MF \$.76, HC \$1.95.

This report is the result of a two year study during which the author attempted to apply one-half-inch videotape (VTR) technology to facilitate communication as a means of promoting development processes within the community. In addition to the social action component, the author collected and analyzed field data to determine effectiveness of VTR as a tool for community development. The report comprises three major sections: Section One describes the VTR Risk Model, a theoretical model developed from the available field data, and operationally defines the various stages of the Risk Model and the factors drawn from the field data and influencing each stage. Section Two illustrates the process and rationale used to identify and develop a series of emergent hypotheses which ultimately led to the development of a comprehensive theory and the subsequent Risk Model. Finally Section Three describes a set of observed phenomena that both reinforce the emergent theory and supplement it with the proposal of a Force theory for VTR as a tool for social animation. Examples of the field data used in the study are presented in Appendix A. Appendixes B and C offer a case summary and proposed hypothesis.

See Also: 2210 Community Education and Development

329. CHARACTERISTICS OF VIEWERS OF A TENNESSEE AGRICULTURAL EXTENSION EDUCATIONAL TELEVISION SERIES ON RENOVATING FURNITURE. A RESEARCH SUMMARY OF A GRADUATE STUDY. Dixon, Lois Claudine; And Others. Tennessee University, Knoxville, TN. Feb 1973. 74 p. (ED 073 358), EDRS price, MF \$.76, HC \$3.32.

A study was conducted to investigate certain characteristics of respondents who renovated furniture during a Washington County educational television 19-program series on chair renovation, who had previously renovated furniture, and who planned to renovate a chair following the series, and to compare them with those respondents who had not. Data used in the analysis came from 1,477 homemakers responding to a mail questionnaire in a five-state area including parts of Tennessee, Kentucky, Virginia, North Carolina, and West Virginia. Data were analyzed according to the relation of the respondents membership status, previous renovation of furniture, number of extension units in the series watched, and chair renovating rating. Among the major findings were: (1) respondent extension-related membership status was significantly related to previous formal education; (2) respondent extension-related membership status was significantly related to renovation of a chair before watching the series; (3) whether or not respondents renovated chairs while an educational TV series was in progress and whether or not respondents intended to renovate chairs after the series were significantly related; and (4) the actual number of extension units watched by respondents was significantly related to each of six topics for future TV programs desired by respondents--buying home furnishings, window treatment, food preservation, food buying, work simplification, and money management.

See Also: 7600 Cooperative, Rural Extension

330. THE COMPARISON OF TELELECTURE AND REGULAR LECTURE IN THE TRANSFER OF KNOWLEDGE TO ADULTS. Conlin, Bernard J.; And Others. 9 p. (ED 070 946), EDRS price, MF \$.76, HC \$1.58.

The comparative effectiveness of tele-lecture and traditional lecturer methods for a series of dairy meetings was assessed, and the value of a pre-test and post-test in identifying important concepts and measuring learning was studied. A three-month experiment was conducted with 99 Dairy Herd Improvement Association members throughout Minnesota. A lecture was prepared by an extension specialist and visuals were provided so that the lecture was adaptable to both regular lecture and telelecture. Pre- and post-tests contained 10 single-answer multiple-choice questions, which covered knowledge such as recall, comprehension, application, analysis, and synthesis. Of the participants, 98 completed both tests in three telelectures, and 99 completed both in the seven regular lectures. The test scores were analyzed to compare the two methods, using a one-way analysis of variance, and an F test at the .01 probability level was used to test for significance. The experiment results showed that there was no significant difference in knowledge gained between the two educational methods. The use of pre- and post-tests was shown to be of value in identifying important concepts and measuring learning; the educator can provide a significant increase in learning by adult students by basing the educational method on the concepts identified in the tests, and it provides a structure by which the learners can identify concepts to be discussed. Appendixes provide the pre- and post-test as well as answers to the test questions.

- 331 EVALUATION OF A VARIETY OF TELEVISION LESSON FORMATS FOR POTENTIAL ADULT LEARNERS IN AN OPEN UNIVERSITY SYSTEM. Brown, Robert D.; And Others. Nebraska University, Lincoln. State University of Nebraska. 1973. 3 p. (ED 085 326), EDRS price, MF \$.76, HC \$1.58.

Research evaluated the effectiveness of varying television (TV) lesson formats. Adults ranging in age from 17 to 58 viewed lessons in accounting and psychology in four formats featuring: (1) a storyline running through a lesson; (2) a news magazine format dealing with different concepts in one lesson; (3) a non-authoritarian narrator; and (4) an authoritarian narrator. Results from achievement tests, interest ratings and student interviews revealed the following: (1) attitude outcomes were more influenced by TV format than were learning outcomes; (2) older adults showed a greater preference for authority figures; (3) the more interesting the course content was to the learner, the more he preferred a straight-forward presentation; (4) all learners preferred realism, positive themes, documentary approaches and identification of instructional goals; (5) subjects often learned more than they expected and were surprised at how enjoyable the process was; and (6) younger learners were more responsive than older students to subtle instructional formats, but there was some overlap. It was concluded that adults do learn from innovative TV formats, that such formats do have holding power, and that individual formats have varying appeal to different groups.

See Also: 1160 Psychological, Personality Factors
5650 Non-traditional study

- 332 AN EXPERIMENT IN ADULT EDUCATION. In Literacy Work, Vol. 3, No. 3. Jan 1974. pp. 29-60.

TEVEC, a television adult education experiment in Quebec Province, Canada, is described in a summary of Raymond Lallez's findings. Combining television instruction with correspondence courses, TEVEC can be a model for countries whose population is spread over a vast geographical, contributing to social and economic isolation. (Nine appendixes are included.)

- 333 A FEASIBILITY STUDY OF CABLE TELEVISION UTILIZATION FOR COMMUNITY DEVELOPMENT IN CENTRAL APPALACHIA. Marchese, Lamar Vincent. Thesis presented in partial fulfillment of the requirements for the degree of Master of Arts; University of Florida. June 1972. 124 p. (ED 065 745), EDRS price, MF \$.76, HC \$5.70.

It was the purpose of this study to examine and evaluate the feasibility of involving cable television systems in Central Appalachia with efforts toward rural community development. A variety of research procedures were employed, including a questionnaire on community needs, a telephone survey of cable facilities, a mail survey of programming sources, and on-site visitations with both community development and cable television personnel. The most salient conclusions of the study are that (1) local origination of public service program via cable is technically and economically feasible and does serve the interest of community development; (2) emphasis in such local programming should be primarily on local events and activities; (3) community involvement is a necessary element of cable television usage for community development; (4) citizen's communications councils should be formed to oversee

local programming; and (5) the use of low-cost, one-half inch videotape equipment is feasible for cable casting. To pursue further research and demonstration of the public usages of cable television in Appalachia, a multi-state, multi-purpose cable television development center is recommended.

See Also: 2210 Community Education and Development

- 334 PRESENT AND PROBABLE CATV/BROADBAND-COMMUNICATION TECHNOLOGY. W 1, John E. Alfred P. Sloan Foundation, New York, NY. Jan 5, 1972. 119 p. ED 063 733), EDRS price, MF \$.76, HC \$5.70.

The study reports on technical and cost factors affecting future growth of cable TV (CATV) systems and the development of the "wired nation." Comparisons are made between alternatives for distributing CATV signals and alternative prototypes for subscriber home terminals. Multi-cable, augmented-channel (with converter), and switched CATV systems are reviewed in language aimed at informed laymen. It is concluded that within five years, a combination of 40 to 60 downstream to-the-subscriber program channels, certain video interconnect services, and substantial two-way home digital data services can be provided in several ways at reasonable cost: from \$200 to \$500 per subscriber, depending on the type of service, level of penetration, and costs of installing and maintaining the wiring. Appendices discuss interference problems in frequency multiplexed TV transmission over CATV, and the characteristics of two switched CATV systems.

- 335 THE SALEM CABLE TELEVISION PROJECT: A DEMONSTRATION OF THE USE OF CABLE TELEVISION AND PARAPROFESSIONAL TUTORS AS AN ALTERNATIVE TO TRADITIONAL ABE CLASSROOM INSTRUCTION. Wiesner, Peter. Salem City Schools, Salem, NJ. July 31, 1975. 40 p. (ED 112 069), EDRS price, MF \$.76, HC \$1.95.

Adult education opportunities can be increased through cable television technology, which provides home-based instruction as an alternative to the strictures of the classroom or learning center. The 18-month Salem project used television for primary instruction together with the services of paraprofessional tutors as a personal contact for feedback between the adult students and the central staff of teachers and media producers. The initial six months were spent in research on adult basic education, surveys of community needs, and the construction of the TV studio. The plans for television production called for a curriculum in math, reading, and consumer education. The evaluation of the Salem project consisted of a preliminary pilot test and a more rigorous field test; post-tests showed an increase in the grade level of the participants. The Salem project included some valuable lessons for anyone contemplating small scale TV production and can also be used as guidelines for a replication of the Salem model.

See Also: 5230 Adult Basic Education - General

- 336 STATE SYSTEMS PLANNING AND THE POTENTIAL APPLICATION OF CABLE TELEVISION IN THE DEVELOPMENT OF NEW INSTITUTIONS. Bechwith, Gerald C. Paper presented at the Conference on Cable Television, January 1974). 8 p. Available from EDUCOM, P. O. Box 364, Princeton, NJ 08540 (\$6.00). (ED 093 380), EDRS price, MF \$.76, HC \$1.58.

Proposed in the Michigan legislature is the establishment of a new institution to be known as Wolverine State College: an institution without a campus or principal location. The proposed legislation articulates three distinct state policy objectives: (1) under the umbrella of a single institution, the development of a meaningful alternative for individuals pursuing their own educational objectives; (2) adult and continuing off-campus education which could be financed through a system of dual enrollments as well as other procedures; (3) the application of coordinated planning in off-campus education and the extension of off-campus services to new populations, thereby avoiding non-essential and possibly costly duplication of effort on the part of institutions statewide in their field. In addition, the concept of regional learning centers and the integration of the state library is also embodied in this bill. Furthermore, cable television is central in two important ways. First, a multiple channel system with two-way capability could be employed to tie the proposed regional learning centers into a coherent statewide system. Second, the regional system can be expected to tie community cable systems operating on a commercial basis and thereby touch the homes of adults, for use as needed.

- 337 SURVEY OF THE TARGET AUDIENCE FOR THE ADULT LEARNING PROGRAM SERVICE (ALPS), WITH A REVIEW OF PERTINENT RESEARCH STUDIES. A REPORT TO THE CORPORATION FOR PUBLIC BROADCASTING. Center for Urban Education, New York, NY. Evaluation and Research Division. Jan 1972. 48 p. (ED 092 738), EDRS price, MF \$.76, HC \$1.95.

To provide information on the target audience for the Adult Learning Program Service (ALPS), a television series being developed by the Corporation for Public Broadcasting, interviews were conducted with a small national sample of potential viewers. The main focus of the study was an examination of the social-psychological aspects of a decision making process in a carefully selected sample audience. Respondents were restricted to those who had eleven years or less of formal education, had access to a television set, and had achieved a sixth grade reading level. They included whites, blacks, Mexican-Americans, Puerto Ricans, and Indians from all areas of the U. S., both rural and urban dwellers. Fifty-eight respondents returned usable questionnaires that formed the basis of the analysis. It was concluded that the respondents would watch adult educational television programs and desire to implement their aspirations. A significant proportion were well informed about education and training sources and are enrolled, or plan to enroll, in educational programs. (A supplement containing a review of research studies related to adult education, a copy of the interview instrument, and a section on media use by the survey sample are included.)

See Also: 4750 Disadvantaged Groups - Minority

- 338 THE TEVEC CASE: AN EXPERIMENT IN ADULT EDUCATION USING THE MULTI-MEDIA SYSTEM. EXPERIMENTS AND INNOVATIONS IN EDUCATION, NO. 1. Lallez, Raymond. International Bureau of Education, Geneva, Switzerland. 1973. 75 p. Available from UNESCO: IBE, Geneva, Switzerland (\$1.00).

The first in a series of UNESCO studies entitled Experiments and Innovations in Education concerns an educational television project in Quebec. The project was conceived as the most economical and effective way of providing

lifelong education for Quebec's undereducated adult population. Emphasized in the report is the importance in educational innovation of originality in the fundamental objectives and clarity in formulating them. Topics included are: (1) the choice and precise formulation of objectives; (2) from the novelty of well-informed and well-formulated objectives to the multiple innovation system--conception of the television broadcast, from television as the favored medium to the multi-media system, from the multi-media system to the participation structure; (3) innovation from the design stage to the implementation stage. Specifics of the TEVEC project are tabulated in appendices.

- 339 THE WIRED CITY; A HANDBOOK ON CABLE TELEVISION FOR LOCAL OFFICIALS. Ledbetter, Theodore, Jr.; Mendelson, Gilbert. Urban Communications Group, Inc., Washington, DC. Feb 1972. 88 p. Available from National Urban Coalition, 2100 M Street, NW, Washington DC 20037 (\$2.95).

Viewing cable television systems as a new communications system rather than just another business, this handbook provides a variety of information designed for local officials who must make knowledgeable public interest decisions. After a critical history of franchising procedures and a discussion of the naivete of local governments, the specific facts about cable television are presented, ranging from the basic technical aspects through to the marketing and legal considerations. The Federal Communications Commission's "Cable Plan" and the "New York City Rules Governing Access to Public Channels" are appended.

3250 Educational Radio

- 340 THE 'MAN IS HEALTH' MASS STUDY CAMPAIGN. Hall, Budd L. In Literacy Discussion, Vol. 6, No. 1. Spring 1975. pp. 95-108.

This paper is based on the evaluation of the Tanzanian education campaign called "Man is Health." It reviews the genesis of the campaign, objectives and organization, training system, examples of the groups at work, preliminary findings, and other significant aspects of the total effort.

See Also: 6950 HEALTH, MENTAL HEALTH
9020 International, Comparative Studies

3270 Telephone

- 341 A STUDY COMPARING THE EFFECTS OF COMPRESSED SPEECH PROGRAMS WITH THAT OF NORMAL SPEECH PROGRAMS TRANSMITTED VIA THE EDUCATIONAL TELEPHONE NETWORK (ETN) TO PROFESSIONAL ADULTS THROUGHOUT THE STATE OF WISCONSIN. Parker,

Lorne Arnold. A thesis submitted to Graduate School of University of Wisconsin for degree of Doctor of Philosophy. May 1972. 220 p. Available from University Microfilms, Ann Arbor, MI. (No price quoted).

This study compares the effects of a compressed speech program transmitted via the Educational Telephone Network (ETN) System on various professional adult groups throughout Wisconsin with that of a program transmitted at normal speech. It is concerned with the noise source, receiver and destination aspects of the Shannon Weaver Communication Model; and the relationship of compressed speech lectures transmitted via the ETN System are discussed using the Shannon-Weaver Theory. A total of 206 students enrolled in two continuing educational programs, Library Science and Venereal Disease and Society, are used. Each lecture was taped twice. The normal version of the tape was recorded at approximately 125 wpm and the compressed version was recorded at 275 wpm. Conclusions are listed.

See Also: 5700 CONTINUING EDUCATION IN THE PROFESSIONS - Career Changes

- 342 TUSKEGEE, ARE YOU ON THE LINE? Kreitlow, Burton W. In Adult Leadership, Vol. 23, No. 5. Nov 1974. pp. 133-134, 160.

The University of Wisconsin offers a course in adult basic education through University Extension's Educational Telephone Network (ETN). Technical and teaching problems as well as student reactions to the instructional system are discussed.

See Also: 5230 Adult Basic Education - General

3500 COMMUNICATIONS - INSTRUCTIONAL DEVICES
Educational Technology
Instructional Technology

- 343 THE OFFICE OF ECONOMIC OPPORTUNITY EXPERIMENT IN EDUCATIONAL PERFORMANCE CONTRACTING. FINAL REPORT. Ray, H. W.; And Others. Battelle Memorial Institute, Columbus, OH. Columbus Labs. Mar 14, 1972. 298 p. (ED 061 631), EDRS price, MF \$.76, HC \$14.59.

This report represents an integration of analysis results in an interim report with those from additional analyses performed since. It is divided into (1) description of the experiment in which the goal is outlined; (2) description of the technology company programs, an overview of personnel, curriculum and materials, and incentive systems; (3) description of the target population which provides variables of socioeconomic status; (4) criteria employed for the selection of achievement tests used and a description of tests selected; (5) design and procedures used to administer selected tests and a summary of conditions for both pre-and post-testing; (6) the data-analysis method used for the analysis of student achievement

test data and the rationale for the analysis method employed; (7) results and conclusions: technology company sites; and (8) results and conclusions: incentive only sites. Findings reveal little evidence that the performance contracting experiments at technology company sites or those at incentives only sites had beneficial effects on the reading or mathematics achievement of participating students as measured by a standardized achievement test. Several appendixes provide basic statistical data for readers to examine and analyze.

3800 PERSONNEL AND STAFFING

3900 Staff Training

- 344 STATE INSERVICE TRAINING PROGRAMS FOR HOME AGENTS REGARDING EDUCATIONAL NEEDS OF MOTHERS OF PRESCHOOL CHILDREN. Takuatoong, Ponsook Na; And Others. Tennessee University, Knoxville, TN. Agricultural Extension Service. Apr 1972. 58 p. (ED 065 769), EDRS price, MF \$.76, HC \$3.32.

A study was conducted to gather data on inservice training programs of extension agents. Objectives included: (1) to gather historical information regarding extension agent inservice training programs conducted in various states in the United States in the area of educational needs of mothers of preschool children; (2) to review generally accepted approaches used by extension family life specialists in presenting attendant subject matter and teaching methods to home agents; and (3) to identify areas of child rearing included by specialists as being most important in extension programs regarding such needs. Data were secured from studies and reports in extension work, official publications and personnel letters. A questionnaire was mailed to 39 extension family life specialists. Findings of the study support the National Extension Reports of 1952 indicating that child development and family relationships programs were continuously showing growth. Growth was revealed by the increasing number of family life specialists in the various states, the home agent inservice training programs given by the specialists regarding educational needs of mothers of preschool children, and other factors.

See Also: 7600 Cooperative, Rural Extension
7020 FAMILY, PARENT EDUCATION

4000 Teachers, Leaders, Change Agents

- 345 ASTD MEMBERS---THEIR PERCEPTIONS AND TRAINING GOALS. Walther, Regis H. American Society for Training and Development, Madison, WI. Aug 1972. 82 p. Available from American Society for Training and Development, Madison, WI. (No price quoted).

Research to help the training professional "know himself" is reported. This document on the first stage of the research provides descriptions on selected

variables of training professionals as compared to other occupational groups, and a preliminary definition of three role perceptions suggested by the data. The study design called for the administration of two questionnaires: the job analysis and interest measurement (JAIM) for describing training practitioners in relation to other occupational groups; and a role perception and biographic data inventory developed specifically for the study. These two questionnaires were given to a random sample of ASTD members currently engaged in or supervising training activities. Results indicate that the training skills considered most essential were "to convey ideas orally in conference settings," "to be able to stimulate and maintain trainee interest," and "to stimulate group interaction." Further research is recommended.

See Also: 5700 CONTINUING EDUCATION IN THE PROFESSIONS
Career Changes

- 346 COMMUNICATION: KEY TO UNDERSTANDING. Russell, Hamish M. In Journal of Extension, Vol. 10, No. 4. Winter 1972. pp. 12-22.

Study undertaken to determine levels of understanding between members of an Extension Service staff and to assess the effect of differing levels of understanding on the integration and success of the agents in the field.

- 347 COMPARATIVE STRUCTURING INFLUENCE OF NEIGHBORHOODS, SOCIAL CLIQUE AND CHURCH GROUPS ON INTERPERSONAL COMMUNICATION OF FARM INFORMATION IN TWO MISSOURI COMMUNITIES, 1956-1966. Lionberger, Herbert F.; Yeh, Chii-Jeng. Paper presented at the Rural Sociological Society Meetings (Baton Rouge, Louisiana, August 1972; from the Missouri Agricultural Experiment Station Journal Series). 29 p. (ED 073 346), EDRS price, MF \$.76, HC \$1.95.

A study was conducted concerning: (1) the manner in which neighborhoods, social cliques and church groups structure interpersonal communication of information about farming in two agricultural Missouri communities--Prairie economically stable, and Ozark, undergoing rapid change; and (2) how this changed between 1956 and 1966. Interviews were conducted with 238 and 227 farmers (1956 and 1966 respectively) in Ozark and 218 and 174 (1956 and 1966 respectively) in Prairie. Each was asked to whom he talked most frequently about farming, from whom he obtained general farm information, where he obtained first and additional information about new farm practices he had adopted, the sources that were most influential in his adoption decisions, with whom he exchanged work, and the persons with whom he associated most closely or regarded as his best friends. The unit of analysis was the dyadic relationship of one farmer naming another rather than farmers as individuals. Results included the following: (1) there was a continued inclination for the proportion of opportunities to obtain farm information from fellow group members to persist at a much higher level than in the cross-group situations; (2) social cliques took the lead as a retaining influence in the low-importance relationships, dispossessing neighborhoods from this position; and (3) neighborhoods showed a marked tenacity of the retaining power.

See Also: 2230 Rural Communities

- 348 A CONTINGENCY MODEL APPROACH TO LEADERSHIP TRAINING. Csoka, Louis S.; Fiedler, Fred E. Paper presented at the Annual Western Psychological Association Convention (Portland, Oregon, April 26-29, 1972). 16 p. (ED 068 867), EDRS price, MF \$.76, HC \$1.58.

Two studies were specifically designed to test the effect which leadership training and experience would have on the performance of relationship-motivated and task-motivated leaders. In the first study it was predicted that task-relevant training and experience would make the situation more favorable in the task-structure dimension. Subjects were 55 section chiefs in charge of gun crews in a field artillery group. The results completely supported the contingency model which holds that training improves the favorableness of the leadership situation. The second study was conducted to validate the findings of the first study. The subjects were 58 Navy Petty Officers who supervised various maintenance shops of two Naval Aviation squadrons. The results again supported the contingency model and were highly similar to those obtained in the first study. These two studies help to explain the reason for the poor research results on leadership training and organizational effectiveness, since they support the contingency model's reconceptualization of leadership training and experience. (Several pages may be light.)

- 349 THE EFFECT OF REIMBURSEMENT OF OUT-OF-POCKET EXPENSES ON LOW INCOME VOLUNTEER LEADERSHIP PARTICIPATION. Gross, John G. Aug 1972. 93 p. (ED 074 378), EDRS price, MF \$.76, HC \$4.43.

A study was conducted to determine the effect of reimbursement of expenses on the recruitment, training, and holding of volunteer leaders in the youth phase of the Expanded Food and Nutrition Program in Kansas City. The experiment was conducted at six program sites during the Summer and Spring program operations, which consisted of showing eight short films on nutrition on the educational television channel. Volunteer leaders were recruited and trained to organize viewing groups of children and conduct followup activities such as demonstrations, games, and field trips. Volunteers at three of the sites were reimbursed during the Summer and at the other three sites during the Spring. Volunteers and dropout volunteers were interviewed after the first phase concerning their attitudes, background, and reading and television habits. Training for the second phase was improved, after which more interviews were conducted. Among the findings were the following: (1) volunteers do not like to be pressured into volunteering and do like adequate training; (2) reimbursement reduced the dropouts of volunteers and encouraged them to involve more children in viewing; and (3) the organization which most in low-income areas participate in is the church, which could effectively be used in implementing programs for low-income people. An appendix contains announcements and folders used in promotion, a handbook for volunteers, and nutrition games and activities.

See Also: 1600 Recruitment of Participants

- 350 FACTORS ASSOCIATED WITH TENNESSEE COUNTY EXTENSION AGENT DAIRY EDUCATIONAL PROGRAM EFFECTIVENESS. A RESEARCH SUMMARY GRADUATE STUDY. Peace, Rural A.; And Others. Tennessee University, Knoxville, TN. Agricultural Extension

Service. Oct 1972. 30 p. (ED 073 361), EDRS price, MF \$.76, HC \$1.95.

A study was conducted to determine the association between county extension agent effectiveness in conducting a dairy educational program and agent knowledge in dairying and related subjects. A secondary purpose was to determine the association of agent effectiveness scores and knowledge scores with selected independent variables classified in four subgroups--agent background and training, agent interest and attitudes, county situation, and work-related factors. Data were collected from 41 agents. Effectiveness ratings were determined by supervisory personnel and dairy specialists. A multiple-choice test was used to measure dairying knowledge and related subject matter, and an interest and attitude scale gave other measures. Among the findings from the testing of hypotheses were: (1) effectiveness ratings and knowledge test scores were inversely related to tenure; (2) more effective agents spent more time on group and mass media teaching methods and made more contacts with dairymen; and (3) more effective agents involved dairy specialists more frequently in their dairy educational work. Multiple correlations analysis indicated the most accurate predictors of effectiveness ratings and agent tests scores.

See Also: 7600 Cooperative, Rural Extension

- 351 A HIERARCHY OF PROGRAM EVALUATION APPLIED TO VOLUNTEER LEADERSHIP DEVELOPMENT. Bennett, Claude F. Federal Extension Service (DOA), Washington, DC. Feb 1972. 14 p. (ED 073 370), EDRS price, MF \$.76, HC \$1.58.

Plans for evaluation should be laid prior to implementation of a program. A hierarchy of types of program evaluation helps select the exact type of evaluation intended. This hierarchy starts with the easiest (and least useful) type of evaluation and six progressively more difficult levels of evaluation are added in cumulative fashion. The seventh and final type is a master plan for evaluation, which should be accomplished by starting with the top steps and their interrelationships and working down. The evaluation types, with applicable questions for extension leader orientation, are: (1) inputs made--how much time and money are expended in leader orientation, and is this the right amount? (2) activities performed--what kinds of orientation activities are new leaders engaged in, and are there the right number of activities? (3) Recipients involved--with how many leaders do we allocate certain amounts of orientation time and activity? (4) Reactions--how do volunteer leaders react to their orientation? (5) "KAS" change (change in knowledge, attitudes, and skills)--which development are a consequence of orientation? (6) "Practice" change--do the attitudes, skills, and knowledge gained through orientation help the volunteer in working with 4-H participants? (7) Results achieved--do the volunteer roles help achieve ultimate aims with 4-H youth? Evaluation at the lower levels is meaningless without answers to higher evaluative questions.

See Also: 7600 Cooperative, Rural Extension

- 352 LEADER ATTITUDINAL ORIENTATIONS IN A MULTI-COUNTY AREA. Williams, Anne S.; And Others. Paper presented at the annual meeting of the Rural Sociological Society (Baton Rouge, Louisiana, August 25-27, 1972). 28 p. (ED 072 342), EDRS price, MF \$.76, HC \$1.95.

A study was conducted to examine the structure of leadership and the specific types of leaders as identified by attitudinal characteristics of individuals or groups of leaders. A 7-county development federation in South-Central Montana was studied. A pre-structured interview schedule containing 93 questions was administered to 102 leaders. Individuals most active in the federation were later interviewed more intensively. Hypotheses of leader influence are discussed. Attitudinal variables were recoded and combined until three response sets were identified, forming the leader sub-groups: (1) the satisfied traditional, (2) the anti-government pessimist, and (3) the development-oriented activist. Leaders typically exhibited characteristics of one or more types. Twenty-nine percent were combinations of the satisfied traditional and the development activist. Twenty percent were "pure" satisfied traditionals. Fifteen percent were "pure" development activists. Power scores were computed for degree and type of influence exerted; higher power scores were held by satisfied traditionals and development activists. It was concluded that: (1) a pluralistic leadership structure with a variety of attitudes prevailed; (2) leadership structure was dominated by satisfied traditional tendencies, which will have to be modified for development to take place; and (3) no evidence was found that the federative arrangement was functioning effectively. A bibliography is provided.

See Also: 1160 Psychological, Personality Factors
Creativity - Participant Characteristics
Self Actualization - Self Growth
Attitude Change
2230 Rural Communities

- 353 A PLAN FOR IDENTIFYING, SELECTING, ORIENTING, TRAINING, UTILIZING, RECOGNIZING, AND EVALUATING 4-H PROJECT LEADERS. Peace, Rural A.; And Others. 60 p. (ED 070 950), EDRS price, MF \$.76, HC \$3.32.

An in-depth study of the involvement of project leaders in conducting an effective county 4-H Club program in Tennessee was attempted. A survey of the literature revealed that educational efforts could be utilized much more effectively by training leaders who in turn train the 4-H Club members. Five counties had an average of 2.4 project groups functioning, with an average of 22.6 leaders per county. An attempt was made to identify factors that will aid extension workers in implementing an effective educational effort by the involvement of project leaders. These include training agents to train leaders, making 4-H more meaningful, and defining leadership role.

- 354 A PLAN FOR IDENTIFYING, SELECTING, ORIENTING, TRAINING, UTILIZING, RECOGNIZING AND EVALUATING HOME DEMONSTRATION CLOTHING PROJECT LEADERS. Breeden, Clare Nell; And Others. 1972. 24 p. (ED 073 333), EDRS price, MF \$.76, HC \$1.58.

A study of clothing leaders in Meigs and Warren Counties, Tennessee, was conducted to find ways to improve the use of new and present clothing

project leaders in adult home economics extension programs. An analysis of each county's work plan for 1972-73 was the basis of this research project. The leadership development plan consists of: (1) identifying potential leaders; (2) selecting a clothing project leader; (3) orienting--placing the emphasis on job expectation and initiation of leaders into job responsibilities; (4) training--meetings, workshops, conferences, etc.; (5) utilizing--leaders to their full capacity; (6) recognizing--good leader performance; and (7) evaluating--guidelines for evaluating leader performance. A bibliography is provided.

See Also: 7600 Cooperative, Rural Extension

- 355 PROBLEM DIAGNOSIS: APPLYING SOCIAL THEORY TO PROBLEM SOLVING. Reeder, William W.; And Others. In Journal of Extension, Vol. 12, No. 1. Spring 1974. pp. 20-35.

Part 1 of a two-part series, the article is a summary of social theory and use of a list of fourteen factors identified as significant to problem diagnosis based on behavior studies of six different cultures. Part 2 will appear in the Summer issue of the Journal.

See Also: 7150 CROSS CULTURAL TRAINING

- 356 SELECTED SOCIOECONOMIC CHARACTERISTICS OF FARMERS ASSOCIATED WITH THE USE OF SOIL TESTING. Ott, Harold R. Pennsylvania State University, University Park, PA. Cooperative Extension Service. Aug 1972. 68 p. (ED 073 339), EDRS price, MF \$.76, HC \$3.32.

A study was conducted to determine whether a relationship exists between several selected socioeconomic characteristics and the adoption or non-adoption of soil testing as a farm management tool and to establish whether or not a statistically significant relationship exists between adopters and imperfect adopters (discontinuers). Data were collected from 166 Pennsylvania whose names were supplied by the Pennsylvania State University Testing Service and county agents. Names from the testing service were known users of the soil testing program in 1970 and 1971. County agents were given the names of the known testers and asked to match them as nearly as possible by size and type of farm operation and, if possible, by neighborhood with names of nontesters or discontinuers. Each individual was interviewed by telephone. Results showed that nontesters had a lower level of formal education than those who had previously used soil testing. Nontesters were older than testers; had lower gross farm income, and lower organizational participation scores. Adopters were younger, had higher organizational participation, had nearly two additional years of formal schooling, were more likely to own their crop land, and were slightly more prone to adopt other farming innovations than were discontinuers. Nontesters who had considered testing had a higher level of organizational participation than other nontesters. Implication and limitations of the study are discussed.

See Also: 7600 Cooperative, Rural Extension

- 357 A STUDY OF SOME EFFECTS OF EARLY CHANGE AGENT BEHAVIOR ON A GROUP CLIENT SYSTEM. Darden, Douglas Wylie. Ph.D. dissertation, Florida State University. June 1973. 96 p. (ED 078 288), EDRS price MF \$.76, HC \$4.43.

A study was conducted to explore some of the relationships existing between the early behavior of a change agent with a group client system and its subsequent effects on the helping relationship established between them. A review of related literature was made. The model of helping relationship which formed the basis for the design of the study included five key elements: (1) the task around which the relationship develops, (2) the helper with his motives, (3) the receiver of help, (4) climate in which helping activities occur, and (5) feedback. Two hypotheses were tested. Two groups were studied. The first group to undergo training was composed of 10 black women of ages ranging from 25 to 53 years; this was the control group. The second, experimental, group were 13 Black women of similar background. Each group was pretested and posttested, using a communications exercise, a measurement of group members perceptions of the change agent, and a group cohesiveness scale. Based on the results of the tests, it was found that there was a significant difference in the overall perceptions of the participants about the change agent for the time period between the pretest and the first posttest. Other results are given.

See Also: 2920 Human Relations, Laboratory Training

- 358 A STUDY OF THE 4-H ORGANIZATIONAL LEADERSHIP DEVELOPMENT PROCESS IN ROBERTSON, DAVIDSON, AND SUMNER COUNTIES, TENNESSEE. Billings, Joan; And Others. 1972. 20 p. (ED 073 340), EDRS price, MF \$.76, HC \$1.58.

Robertson, Davidson, and Sumner Counties, Tennessee, were studied to determine the present 4-H organizational leadership situation and to find solutions to whatever problems they have. It was concluded that the following was needed in each county: (1) more organizational leaders--a minimum of one per club; (2) definitions of leader role in terms of expectations from agents and members; (3) effective training of leaders to assure self-confidence and competence; (4) more opportunities in which to use leaders; (5) more effective means of recognition; and (6) periodic evaluation of the county's situation by agents and leaders. The leadership development tasks of identification, selection, orientation, utilization, training, recognition, and evaluation are discussed. References and a self-evaluation sheet for organizational leaders are provided.

See Also: 7600 Cooperative, Rural Extension

- 359 A VALIDATION OF THE CONTINGENCY MODEL APPROACH TO LEADERSHIP EXPERIENCE AND TRAINING. Csoka, Louis S. Washington University, Seattle, WA. Department of Psychology. Feb 1972. 22 p. (AD-754 439), NTIS price, MF \$1.45, HC \$3.00.

The study is a validation of the hypothesis supported by a previous study that leadership training and experience may be viewed as altering the favorableness of the leadership situation. This means that training and experience will improve the performance of some leaders, while decreasing that of others. In the field artillery study, it was found that low LPC leaders showed better performance than high LPC leaders in favorable situations. In

other words, training was detrimental actually improves self-confidence and reduces situations, trained and experienced high LPC leaders performed better, while in unfavorable situations, low LPC leaders with little training and experience performed better. The present study, involving 58 Naval aviation maintenance supervisors from Whidbey Island Naval Air Station supports the earlier findings in a field artillery study.

See Also: 8000 Armed Forces

4025 Law Enforcement, Correctional Personnel

- 360 A SUCCESSFUL EXPERIMENT IN COOPERATIVE TESTING, RESEARCH AND VALIDATION. Rosenberg, Laura. In Personnel Journal, Vol. 54, No. 1. Jan 1975. pp. 47-49.

Five California cities have been involved in a successful cooperative police officer recruitment and testing program. Emphasis is on cost savings through cooperation, improved and validated selection devices, and equal employment opportunity. The program is administered by the California State Personnel Board.

4300 EVALUATION

- 361 CONTINUING EDUCATION IN MENTAL HEALTH: PROJECT SUMMARIES. National Institute of Mental Health (DHEW), Bethesda, MD. Division of Manpower and Training Programs. Continuing Education Training Branch. 1974. 204 p. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock Number 1724-00331, \$2.35). (ED 103 684), EDRS price, MF \$.76, HC \$10.78

The collection of program summaries is organized according to the six primary program categories represented in Continuing Education Training Programs: (1) physicians, (2) psychiatrists, (3) behavioral scientists and allied professionals, (4) nurses and related personnel, (5) social workers and related personnel, and (6) interdisciplinary training. The summaries are presented in alphabetical order, by institution or organization, within each of these major categories. Each summary provides the name of the project director, the name and address of the sponsoring organization, the National Institute of Mental Health training grant number, and the span of years during which grants were awarded by the continuing education branch. Each summary describes the program's objectives, background, content, trends, objectives, participants, and an evaluation.

- 362 AN EVALUATION OF ADULT BASIC EDUCATION IN THE STATE OF IOWA; VOLUME I: FINDINGS: A PERSPECTIVES DISCREPANCY ASSESSMENT, 1974-1975. Mezirow, Jack; And Others. Columbia University, New York, NY. Center for Adult Education. 1975. 171 p. (ED 109 513), EDRS price, MF \$.76, HC \$8.24.

Volume 1 presents the findings of an evaluation of Iowa's "merged area" organizational system for adult basic education (ABE), a system which operates from 15 regional community colleges or vocational-technical schools serving as area schools. The perspective discrepancy assessment methodology of the evaluation team was the outgrowth of ABE national field studies and surveys. The strategy analyzes: (1) discrepancies between the expectations of those involved in the program and current practice, and (2) discrepancies between the expectations of those most directly involved in policy formulation and program implementation. Iowa's 400 ABE teachers were randomly divided, half receiving a questionnaire on expectations and half a questionnaire on current practice; a different questionnaire was administered to a random group of students. Teacher return was 71% and 82%, and student return was 728 questionnaires out of 1,000. Other questionnaires were distributed to adult education directors, learning center coordinators, co-sponsors, and Department of Public Instruction representatives. Discussions of results and interpretive summaries are presented: (1) covering expectations and current practice in six key areas of decision making and program development: goal setting, instruction, recruitment, staffing, staff development, and collaboration and (2) providing extended analyses of characteristics and perspectives of students, teachers, and learning center coordinators.

See Also: 5230 Adult Basic Education - General

- 363 AN EVALUATION OF ADULT BASIC EDUCATION IN THE STATE OF IOWA; VOLUME II: APPENDIX, INSTRUMENTS WITH AGGREGATE RESPONSES: A PERSPECTIVES DISCREPANCY ASSESSMENT, 1974-1975. Mezirow, Jack; And Others. Columbia University, New York, NY. Center for Adult Education. 1975. 116 p. (ED 109 514), EDRS price, MF \$.76, HC \$5.70.

Volume 2 contains copies of the instruments used in the assessment of Iowa's adult basic education (ABE) program and aggregate statewide responses. Included are questionnaires and findings completed by the evaluation committee, coordinators, directors, teachers (both intent and current practice forms), students, learning center coordinators, co-sponsors, and Department of Public Instruction representatives. The six sections cover: recruitment, staffing, instruction, inservice education, collaboration, and goal-setting. A cross-index of questionnaire items is included.

See Also: 5230 Adult Basic Education - General

- 364 AN EVALUATION OF THE NATIONAL SAFETY COUNCIL'S DEFENSIVE DRIVING COURSE IN SELECTED STATES. FINAL REPORT. Planek, Thomas W.; And Others. Oct 1972. 134 p. (PB 213 835), NTIS price, MF \$.95, HC \$5.45.

More than 8,000 graduates of the National Safety Council's Defensive Driving Course completed surveys describing their accident and violation histories for the year before they took the course and again for the year following their completion of the course. Comparison group information was obtained

for other drivers entering the program later. The course graduates reported significant reductions in accidents and violations in the year following the course, also significantly lower than comparison group rates. Accident profiles after the course remained generally similar to before-course profiles, although there appeared to be a positive connection between course emphasis and the magnitude of reduction for different types of accidents. The 8-hour course was directed primarily to improving driving skills of adult drivers, the survey being made to look at the efficacy of the course. Study data are detailed in narrative and tabular form.

See Also: 4625 Young Adults

- 365 PERFORMANCE AUDIT, FEEDBACK AND POSITIVE REINFORCEMENT. Feeney, Edward J. In Training and Development Journal, Vol. 26, No. 11. Nov 1972. pp. 8-13.

Discusses how three basic management tools combine for effective performance improvement.

- 366 PROGRAM EVALUATION: ANY PRIME SPONSOR CAN. Smith, R. C. In Manpower, Vol. 7, No. 5. May 1975. pp. 2-6.

The North Carolina Manpower Development Corporation recently experimented with two methods of program evaluation (the tax payback method and the earn back method) and found strengths and weaknesses in each.

- 367 SOME TECHNIQUES FOR THE EVALUATION OF TECHNICAL TRAINING COURSES AND STUDENTS. Siegel, Arthur I.; And Others. Applied Psychological Services, Inc., Wayne, PA. Feb 1972. 148 p. (AD-753 094), NTIS price, MF \$.95, HC \$3.00.

This handbook attempts to present methods, concepts, and considerations to be held in mind in planning and implementing a student measurement or training evaluation program. Techniques are presented, procedures are discussed, and computational examples are included. The text places principal emphasis on basic techniques, but certain more advanced approaches are also considered.

See Also: 8000 Armed Forces.

- 368 A SURVEY OF ATTITUDES, VALUES, IMPRESSIONS AND FEELINGS TOWARDS EXTENSION SPECIALIZATION AND PROGRAMS IN THE KAYSINGER PROGRAM AREA (BATES, BENTON, CEDAR, HICKORY, ST. CLAIR AND VERNON COUNTIES.) Thacker, R. D. Missouri University, Columbia, MO. Extension Education Department. Mar 1972. 67 p. (ED 070 954), EDRS price, MF \$.76, HC \$3.32.

To provide a bench mark or base-line study from which future measurements of the effectiveness of area programming and area staff specialization in extension programs of the University of Missouri, a questionnaire was mailed to 913 people in six counties. The number of usable questionnaires returned was 516. The data from the questionnaire are presented in 36 tables. To the question of whether the overall efforts of extension were meeting the educational needs of the people, the answer was "yes." Ten references are provided, and three appendixes present supporting material. These appendixes are:

comments--positive, negative, and neutral from some of the questionnaire respondents; a copy of the questionnaire; and the cover letter that accompanied the questionnaire.

- 369 THE THEORY OF EVALUATION IN ADULT EDUCATION. Tobias, R. M. In Journal of the International Congress of University Adult Education, Vol. 11, No. 3. Nov 1972. pp. 67-80.

Paper explores the meaning of evaluation, identifies some purposes for evaluation of adult education programs, and examines the process involved in evaluation.

4600 EDUCATION OF SPECIAL GROUPS

4625 Young Adults

- 370 WRITING ABILITIES OF AMERICAN YOUNG ADULTS. DeCrow, Roger, Ed. National Reading Center Foundation, Washington, DC. Apr 11, 1972. 10 p. (ED 068 811), EDRS price, MF \$.76, HC \$1.58.

This brief digest of the results of the national assessment of writing compares the writing abilities of a sample of 17 year olds, in school and out, with an adult sample aged 26 to 35. In writing for social communications, 57% of the adults and 75% of the 17 year olds wrote descriptions that were judged acceptable. When asked to describe an auto accident, 38% of the adults wrote an acceptable account and 52% were unacceptable; 53% of the 17 year olds' accounts were acceptable and 46% unacceptable. On 3 exercises assessing ability to write in a business situation, adults scored an average of 50.5% acceptable responses, while the 17 year olds scored an average of 61.2% acceptable. 44% of the adults were not able to fill out a standard application form acceptably.

4635 Older Adults

- 371 EDUCATION FOR THE AGING; LIVING WITH A PURPOSE AS OLDER ADULTS THROUGH EDUCATION: AN OVERVIEW OF CURRENT DEVELOPMENTS. Grabowski, Stanley M., Ed.; Mason, W. Dean, Ed. Syracuse University, Syracuse, NY. ERIC Clearinghouse on Adult Education. Available from Adult Education Association of the USA, 810 18th St., NW, Washington, DC 20006 (\$7.50). 366 p. (ED 099 541), EDRS price, MF \$.76, HC \$18.40.

Directed toward the practitioner, the book is a compilation by 18 knowledgeable, experienced authors of some of the recent literature and current practices in the field relating to aging. The book consists of seven parts: (1) The Older Adult as Learner, (2) The Role of Education in an Aging Society, (3) The Aging Individual and the Changing Nature of Society and Education,

(4) Informal Approaches in Education for Aging, (5) Preparation for Critical Phases of Life in Aging, (6) Governmental Resources in Education for Aging, and (7) The Scope of the Field and Perspectives for the Future. Part two focuses on the role of gerontology in adult education as well as the political implications of education for aging; part three outlines available educational opportunities for the elderly and sets forth concepts and a framework for incorporating education for aging within elementary/secondary school systems. Informal educational approaches are presented in four chapters that describe community programs, non-traditional approaches in practice, preretirement education/planning, and the challenge of leisure in later maturity. Another five chapters, part five, discuss aging as related to: community health services, physical fitness education, nutritional education, sexuality, and education of long-term health care administrators. References follow each chapter.

- 372 EDUCATIONAL NEEDS OF THE ELDERLY: THEIR RELATIONSHIPS TO EDUCATIONAL INSTITUTIONS. FINAL REPORT. Sarvis, Robert E. Edmonds Community College, Lynwood, WA. Mar 1973. 50 p. (ED 075 717), EDRS price, MF \$.76, HC \$1.95.

Results are reported of a study made in Washington State to (1) discover educational constraints of the elderly, (2) identify the scope of educational opportunities and planning by community colleges, and (3) assess on-going programs. Questionnaires and interviews were utilized to obtain opinions of and data about urban and rural elderly citizens concerning their education and educational expectations. In addition, questionnaires were used to collect data from 22 community colleges, and 8 community college administrators were interviewed. The results of the study were compared with a pilot program conducted by Edmonds Community College at two senior centers. From the results of the study, it is concluded that: (1) while the educational needs of the elderly are as diverse as those of other age groups, the intensity of those needs is considerably diminished; (2) older persons share a common need to reevaluate what contributive channels remain open to them; (3) older persons who attend a multipurpose senior center on a regular basis place high values upon the center's activities in which they play a contributing role; and (4) courses which require a minimal tuition charge (e.g., one dollar per credit hour) are valued higher than those for which there is no charge. The study also shows that the choice by administrators of courses thought to be popular with the elderly is quite different from those expressed by the elderly. Appendices provide the questionnaire, interview guide, inventory of abilities/disabilities, survey of state community college efforts, sample letter from senior citizen, sample course offering, elderly needs, and course titles.

See Also: 7700 Junior Colleges, Community Colleges

- 373 NEW LEARNING FOR OLDER AMERICANS: AN OVERVIEW OF NATIONAL EFFORT. DeCrow, Roger. Adult Education Association of the USA, Washington, DC. Available from Adult Educational Association of the USA, 810 18th St, NW, Washington, DC 20006 (\$3.00). 1974. 162 p. (ED 107 928), EDRS price, MF \$.76, HC \$8.24.

The summary overview of educational and learning-related programs for adults

age 62 and over is based on a national study for the Administration on Aging. . It contains data on 3,500 programs reported in a 20-item questionnaire survey based upon: subjects of study; methods and location; attitudes and problems; and a wide range of administrative practices. Various methods to sustain this educational movement are suggested and there are detailed data tabulations for the following major providing agencies: formal educational agencies (schools, universities, and colleges); learning-related agencies (cooperative extension services, libraries, museums, and parks and recreation centers); and community organizations (churches, senior centers, employers, and others). An annotated bibliography of 176 items arranged in 22 categories comprises one-third of the document. It is noted that all data from the study, the literature collection, program materials, and other materials from the study are available for study and use by interested persons.

- 374 THE RETIRED ADULT READER: HIS READING INTERESTS AND CHOICES AND THE READABILITY LEVELS OF THEM. Moshey, Kathleen M. Slayton. M.Ed. Thesis, Rutgers University, the State University of New Jersey. May 1972. 130 p. (ED 064 674), EDRS price, MF \$.76, HC \$6.97.

A survey conducted individually with 50 retired adult readers (10 males and 40 females), who are middle or upper-middle class former professionals, was made in Central New Jersey to determine their reading choices and to compare personal factors of sex, physical condition, and social activity with the number of books read in a six month period. Of those surveyed, 74% preferred biographies, 68% preferred travel books, and 62% preferred fiction. All of the males read newspapers and 90% read books and magazines, whereas 90% of the females read newspapers and 87.5% read books and magazines. The mean readability level of books listed was 8.3, though proportionately more books had a readability level of 7; however, readability was not a factor in book selection. In another phase of the study some 67 other retired persons selected 99 books for which reading levels were calculated, and a list of materials read by retired adult persons was prepared. (Tables are included which (1) show the percentage of the population surveyed which had read or would like to read each book in the survey, including a citation of the reading level of each book, and (2) which picture the relationship between personal factors and book choices.)

- 375 RETIREMENT AND MIGRATION IN THE NORTH CENTRAL STATES: COMPARATIVE ANALYSIS OF LIFE AND RETIREMENT SATISFACTION: WISCONSIN, FLORIDA, AND ARIZONA. Eteng, William I. A.; Marshall, Douglas G. Wisconsin University, Madison. College of Agricultural and Life Sciences; Wisconsin University, Madison. Department of Rural Sociology. Mar 1970. 79 p. (ED 066 631), EDRS price, MF \$.76, HC \$4.43.

Results are given of a study of samples of retirees in Wisconsin, Florida, and Arizona. Respondents were compared on (1) background characteristics, (2) occupational and financial status, (3) health condition, (4) formal and informal organizational participation, and (5) retirement decision making. An attempt was made to determine the extent to which these factors were related to the respondents' life and retirement satisfaction as measures of retirement adjustment. Combined samples of Arizona and Florida migrant retirees were compared with Wisconsin nonmigrant retirees to determine the degree to which

this comparative study validated findings from previous studies and to indicate further research needs. Included in this report are sections devoted to a literature review; study objectives; study justification; study design and methods; data analysis including demographic characteristics and life satisfaction; anticipatory socialization--retirement decision making and life satisfaction; retirement decision making and life satisfaction; retirement transition--economic and health changes and life satisfaction; concomitant socialization--interaction continuity and life satisfaction; and attitude toward retirement and life satisfaction.

- 376 RETIREMENT AND MIGRATION IN THE NORTH CENTRAL STATES: TWO PLANNED RETIREMENT COMMUNITIES. Smith, John; Marshall, Douglas. Wisconsin University, Madison. College of Agricultural and Life Sciences; Wisconsin University, Madison. Department of Rural Sociology. June 1970. 34 p. (ED 065 764), EDRS price, MF \$.76, HC \$1.95.

This report presents a brief historical review of the background and function of the planned retirement community and an analysis and comparison of responses of males living in two modern retirement communities--Sun City, Florida, and Sun City, Arizona. The results indicated that the respondents differed slightly on a number of background variables (e.g., migrant's origins, years in residence), but were similar on many factors (e.g., age, family size, and marriage patterns). The Florida sample was slightly higher in financial, occupational, and educational areas. A majority of the respondents from both groups gave favorable responses on subjective evaluations of health. Results from the life satisfaction scale showed that Arizona respondents had higher life satisfaction than the Florida sample. It is suggested that researchers should analyze the effects on the community and environment upon the aged, specifically social participation and social interaction, and whether differences found in this study can be attributed to the planned community itself or to the background and financial factors. To maintain viable communities, it is felt that the developers need to correct some of the inadequacies found.

- 377 SENIOR CITIZENS DESIRE TO CONTINUE LEARNING. Guffy, Ted; Hines, Kerry. Office of Education (DHEW), Washington, DC; Southwestern State College, Weatherford, OK. Division of Teacher Education and Psychology. 1974. 36 p. (ED 099 663), EDRS price, MF \$.76, HC \$1.95.

A community service and continuing education program in Weatherford, Oklahoma was developed primarily for retired or semi-retired persons over 55 years of age. Purposes of the program, partially funded by Title I Higher Education Act of 1965, were: (1) to assist senior citizens in making better use of their leisure time, (2) to impart or improve skills which the senior citizens might use to supplement their income. The program which was administered by Southwestern State College consisted of approximately 15 seminars and/or activities of interest in areas of arts and crafts, recreation, and health. Presentations were scheduled on-campus, in a nursing home, and in senior citizens' homes via cable television. The 343 enrollees preferred skill-oriented courses over knowledge-oriented courses. The concentrated effort of community service agencies, civic leaders, and the academic institution was vital to program success. It was found to be important that senior citizens identify with the program in an active role of planning and conducting the program. Participants did not have the need to attain academic degrees;

preference was for an opportunity to leisurely pursue subjects of their own choice. Two-thirds of the document consists of appendixes of enrollment, questionnaire, and evaluation material.

4655 Education of Women

- 378 EVALUATION OF THE AVAILABILITY AND EFFECTIVENESS OF MDTA INSTITUTIONAL TRAINING AND EMPLOYMENT SERVICES FOR WOMEN: A REVIEW OF THE LITERATURE. Kimmons, Yvonne; And Others. Battle (Mark) Associates, Inc.; Exotech Systems, Inc., Washington, DC. 1974. 112 p. (ED 095 280), EDRS price, MF \$.76, HC \$5.70.

The literature review represents an initial segment of a study providing a comprehensive analysis of available data to determine the impact of institutional training on women. The literature review concerned secondary data sources such as national labor force statistics and government data relating to women as enrollees in manpower programs. Pertinent findings reflecting the analysis of previous studies in terms of women include: (1) emphasis appeared to be placed on training for women in high demand occupations, i.e., those with high turnover rates, (2) female trainees were seriously hampered by the lack of counseling, supportive services and flexible training schedules, (3) male trainees had more job alternatives available to them and were therefore less dependent on the training program. Three major sections of the document deal with: (1) labor force status, programs, and problems of women, (2) analysis of Manpower Development Training Act (MDTA) and other evaluation studies, and (3) interviews with Federal officials. Appendixes offer a questionnaire for Federal interviews, recommendations to address MDTA internal and external problem areas, and an eight-page bibliography.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

- 379 EVALUATION OF THE AVAILABILITY AND EFFECTIVENESS OF MDTA INSTITUTIONAL TRAINING AND EMPLOYMENT SERVICES FOR WOMEN: FINAL REPORT. Walker, Yvonne Kimmons; And Others. Battle (Mark) Associates, Inc.; Exotech Systems, Inc., Washington, DC. 1974. 79 p. (ED 095 278), EDRS price, MF \$.76, HC \$4.43.

The document represents the concluding phase of a two-part study analyzing data to determine the impact of institutional training on women. It is an exploratory data collection effort to assess factors which appear to affect the performance of women during institutional training in 12 sites. Skills center staff and employment service personnel were interviewed. Questionnaires were administered to a sample of students attending classes at the time of the field review, and data were also collected from records of a sample of previous enrollees to provide information on enrollee characteristics, completion, and placement rates. Data collected point up major findings concerning women in manpower programs. (1) female trainees are generally being trained in the same occupation as that of their last full-time job, (2) there is little enrollment of trainees in courses traditionally reserved for the opposite sex.

(3) manpower training for women is directed primarily toward upgrading previously acquired skills and affords few opportunities for training in alternative occupations, and (4) there is evidence of stereotyping in training placement of female enrollees--by both personnel and trainees themselves. Other relative findings show lower average wages and narrower ranges of training choices for women. A four-page summary of the complete MDTA project has been included.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

- 380 EVALUATION OF THE AVAILABILITY AND EFFECTIVENESS OF MDTA INSTITUTIONAL TRAINING AND EMPLOYMENT SERVICES FOR WOMEN: REANALYSIS OF THE MDTA OUTCOMES STUDY. Kimmons, Yvonne; And Others. Battle (Mark) Associates, Inc.; Exotech Systems, Inc., Washington, DC. 1974. 123 p. (ED 095 279), EDRS price, MF \$.76, HC \$5.70.

The document represents an integral part of a study undertaken as an evaluation of the impact of institutional training on women. The re-analysis of data for the Manpower Development Training Act (MDTA) Outcome Study, using measures such as job placement, length of training, post-training income, and the completion of training, indicates that in some ways the MDTA training has been at least as successful for women as men. These include: (1) females were more likely than males to use their acquired training in post-training employment (females-62 percent, males-39 percent), (2) females experienced highest incremental earnings across all training periods and occupational categories (females-\$968, males-\$692), (3) more female trainees (39 percent) than male trainees (32 percent) felt that MDTA training helped them get a job. In the following areas of the training program women did not fare as well: (1) a larger percentage of females (15 percent) than males (9 percent) were found to have reported no post-training earnings, and (2) females showed a lower correlation than males between months in training and large salary increases.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

- 381 THE MATURE WOMAN IN THE CLASSROOM. Barrett, Charles F. In Journal of Business Education, Vol. 49, No. 7. Apr 1974. pp. 287-288.

A survey of former trainees of the Office Occupations Center of the San Mateo County Regional Training Program (RTP) was conducted to: construct a profile of the student, discover why these students were returning to education, discover why these students chose RTP, and discover any special needs.

- 382 THE RETURNS TO EDUCATION FOR WOMEN. Benham, Lee. Dec 1971. 27 p. (ED 065 546), EDRS price, MF \$.76, HC \$1.95.

In the first part of this paper, estimates of present values or rates of return to education for women on lifetime earnings have been calculated. Subsequently, returns to education for women which derive from their husband's

income and their family income are examined. Finally, some implications of the results are discussed. In the first section, data are from the 1/1000 sample of the 1969 census. For women working full-time, the internal rate of return varies from 6% to 11% for whites, and from 6% to more than 50% for Negroes. Two measures of family income are calculated. The first is the earnings of the woman plus the total income of her husband weighted by the probability that the husband is present at each age. The second measure differs from the first in that only half of the weighted husband's income and family income appear less susceptible to the criticisms raised earlier about estimates of returns through women's earnings in terms of magnitude and stability. Implications of these results include: (1) college education for women was an attractive alternative in 1960; (2) the returns to graduate training as measured through women's earnings appear much higher than the returns through family income; and (3) a family income maximization model may be useful in further examination of the demand for education by women.

4690 Veterans

- 383 REPORT OF EDUCATIONAL TESTING SERVICE, PRINCETON UNIVERSITY, ON EDUCATIONAL ASSISTANCE PROGRAMS FOR VETERANS. A COMPARATIVE STUDY OF THREE GI BILLS. Educational Testing Service, Princeton, NJ. Sep 19, 1973. 469 p. (ED 102 398), EDRS price, MF \$.76, HC \$23.48.

The purpose of the study was to compare the operation of the post-Korean conflict program of educational assistance currently being carried out by the Veterans Administration with similar programs and educational assistance that the Veterans Administration made available to veterans of World War Two and the Korean conflict. The highlights of the study's findings deal with: (1) the scope and quality of the educational and training programs, (2) the degree of veterans participation in the programs, (3) the adequacy of the program benefits to veterans, educational and training institutions, work force, and American society, (4) the available information and outreach efforts to meet the various educational and training needs of eligible veterans, (5) the nature and degree of abuse in the programs and the effectiveness of the safeguards established, and (6) the execution and administration of the educational and training programs. Within this scope, some of the topics treated include: an overview of the three GI Bills, comparability and adequacy of benefit levels, changing characteristics of veterans, disadvantaged and black veterans, public attitudes, participation rates, non-degree educational programs, informing and counseling the veteran, and administration of benefits. A 41-page bibliography, comparability tables, and a California study are appended.

- 384 A STUDY OF EDUCATIONALLY DISADVANTAGED VETERANS ENROLLED IN A COLLEGE PRE-PARATORY PROGRAM. Berry, Gordon L.; Vivell, Susan. California University, Los Angeles. Graduate School of Education. June 1972. 62 p. (ED 068 363), EDRS price, MF \$.76, HC \$3.32.

The following goals were pursued in this study: (1) to assess selected personal and social adjustment characteristics found among a group of educationally

disadvantaged veterans; (2) to identify their perceived personal problems; (3) to assess selected aspects of the life-style characteristics of these veterans; (4) to determine the degree to which they desired or felt open to counseling; and (5) to provide an opportunity to improve counseling and curricular programs. Subjects were a class of 100 veterans who entered a special program at a major university in 1971. Two standardized test instruments and a locally developed instrument were administered. The results are presented on several different dimensions. These results indicated that the veterans in this study could be considered different from the typical returning serviceman, but not free from the need for meaningful supportive services. In addition the stereotype of the returning Vietnam veteran as an alienated, anti-social individual generally did not apply to this educationally oriented group.

- 385 THE VIETNAM-ERA VETERAN ENTERS COLLEGE. Drew, David E.; Creager, John A. American Council on Education, Washington. DC. Office of Research. Available from Publications Division, American Council on Education, One DuPont Circle, Washington, DC 20036 (\$3.00). Dec 1972. 58 p. (ED 072 744), EDRS price, MF \$.76, HC \$3.32.

This document presents a comparison of 1971 college freshmen who have been divided into the subgroups of veteran and nonveteran to determine differences in personal background and characteristics. The student information form (SIF) was used to elicit information from the 171,509 respondents. Some of the findings of the study include: (1) Veterans were from more disadvantaged backgrounds as measured by parents' educational backgrounds and incomes and fathers' occupations. (2) Veterans were more likely to be nonwhite. (3) As to religious background, the veterans were more likely to be Protestant and less likely to be Jewish or "other" than nonveterans. (4) Compared to 1.2% of the nonveterans, 38% of the veterans were married. (5) Veterans generally had poorer academic records in high school than did nonveterans, and the educational aspirations of the veterans were lower. (6) In giving reasons for deciding to attend college, veterans were more likely to give such reasons as gaining a general education, becoming more cultured, improving reading and study skills, and learning more about things that are of interest. They were less likely to say that they had come to college because they wanted to meet new and interesting people or because their parents wanted them to go.

4750 Disadvantaged Groups - Minority

- 386 EDUCATIONAL AND OTHER NEEDS OF DISADVANTAGED ADULTS IN A MODEL CITIES NEIGHBORHOOD OF SAVANNAH, GEORGIA, FINAL REPORT. Shall, Fremont A., Jr.; And Others. Georgia University, Athens. Institute of Community and Area Development. Sep 1972. 171 p. (ED 068 840), EDRS price, MF \$.76, HC \$8.24.

Results of information derived from 120 household interviews in Model Cities Neighborhood of Savannah, Georgia in November and December, 1971 are presented. The primary purpose of the project was to provide data to the Neighborhood Continuing Education Program in Savannah as concerns "felt" needs and

attitudes of residents it endeavors to serve. Data derived is intended to provide direction to and evaluation of projected educational and training programs. An attempt was made to investigate social, economic, political, and educational variables relative to levels of aspiration and achievement, obstacles to achievement, level of satisfaction, and consequences of achievement level. Family composition and characteristics, resident views on neighborhood needs, and resident evaluation of neighborhood and community were investigated. Text and appendices provide analysis and implications of survey data.

- 387 THREE ALCOHOL PROGRAMS FOR AMERICAN INDIANS. Shore, James H.; Von Fumetti, Billee. In American Journal of Psychiatry, Vol. 128, No. 11. May 1972. pp. 1450-1454.

Alcoholism is a major health problem of American Indians, but few have been helped by the traditional medical approach or through non-Indian chapters of Alcoholics Anonymous. Alcohol treatment programs have been developed that use Indian counselors, involve Indians in planning and operation, and emphasize identification with Indian culture. A study of three tribally sponsored alcohol rehabilitation programs service 642 patients found that 28% of the patients in all three programs showed clear improvement, and 27% showed erratic improvement.

See Also: 6950 HEALTH, MENTAL HEALTH

4760 Poor

- 388 IMPACT OF THE EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM ON LOW-INCOME FAMILIES: AN INDEPTH ANALYSIS. AGRICULTURAL ECONOMIC REPORT NUMBER 220. Feaster, J. Gerald. Department of Agriculture, Washington, DC. Economic Research Service. Feb 1972. 78 p. (ED 064 430), EDRS price, MF \$.76.

This report evaluates the Expanded Food and Nutrition Education Program (EFNEP) of the Extension Service of the Department of Agriculture. About 184,000 low-income families participated in the program prior to October 1969. A national sample of 10,500 showed that family incomes were very low--less than 2,700 dollars of which more than a third was spent for food. Most families were urban, members of minority groups, and had homemakers with relatively low educational levels. Food consumption practices of homemakers upon entering the program indicated that many families had poor diets. After six months of EFNEP participation, substantial improvements in food knowledge and consumption practices were evident, particularly in the consumption of foods in the milk and fruit-vegetable groups. Homemakers with the poorest diets showed more improvements than those who had better initial diets. Homemakers receiving more visits from program personnel, a measure of intensity of program instruction, increased their consumption of foods in the milk and fruit-vegetable groups more than homemakers receiving fewer visits.

See Also: 7600 Cooperative, Rural Extension

- 389 POVERTY, ETHNIC IDENTITY AND PREVENTIVE HEALTH CARE. Bullough, Bonnie. In Journal of Health and Social Behavior, Vol. 13, No. 4. Dec 1972. pp. 347-359.

A study involving low-income mothers in Los Angeles showed that barriers to the utilization of preventive services were reinforced by alienation.

4800 Blacks

- 390 DESIGNING RELEVANT PROGRAMS FOR URBAN BLACK ADULTS. Nesbitt, Charles. In Adult Leadership, Vol. 22, No. 7. Jan 1974. pp. 249-252.

An established set of criteria for developing adult basic education programs for black adults in urban areas is needed. A reported Delphi study resulted in twelve recommended criteria which are described.

4825 Spanish Speaking

- 391 THE CHICANO ADDICT: AN ANALYSIS OF FACTORS INFLUENCING REHABILITATION IN A TREATMENT AND PREVENTION PROGRAM. Aumann, Jon; And Others. Valle Del Sol, Inc., Phoenix, AR. Available from Valle Del Sol, Inc., 1209 South 1st Ave., Phoenix AR 85003 (\$3.00 plus handling), 1972. 53 p. (ED 064 007), EDRS price, MF \$.76, HC \$3.32.

Exploring a Phoenix, Arizona, drug rehabilitation program oriented toward the Chicano addict was the purpose of this study. The study related to 3 major variables influencing the rehabilitation process: (1) characteristics of the Chicano addict, (2) characteristic life style patterns considered in the rehabilitation process, and (3) the extent to which the rehabilitation process is geared to meet the Chicano addict's needs. Case records of 232 addicts composed the study population. In-depth interviews using predetermined questionnaires and non-directive interview techniques were conducted with 22 of the addicts. Information was also obtained from program administrators and staff to determine (1) program policy and services, (2) interpretation of findings, and (3) assessment of the community service network. Findings indicated that (1) a large proportion of addicts were males, (2) the largest number were between 23 and 27 years of age upon entering the program, (3) they were in their first marriage and had dependent children, (4) most were Catholic and Mexican American, (5) most were from barrios and had received 8 to 11 years of education, (6) most had relied typically on illegal activities for income (those with legitimate jobs had unskilled labor occupations), (7) heroin was the most common drug problem, and (8) most had been arrested 3 or more times and were convicted 1 to 2 times. Recommendations were to design an outreach program to attract female students and to continue to locate

rehabilitation programs for Chicano addicts in barrios.

See Also: 5050 Behavior Disorder - Drugs

- 392 OPERATION BREAKTHROUGH 1972-1973. FINAL EVALUATION REPORT. EDCON Associates, Willow Grove, PA. 1973. 40 p. (ED 101 156), EDRS price, MF \$.76, HC \$1.95.

Operation Breakthrough, a special demonstration project to upgrade Spanish-speaking workers in entry-level factory jobs, was evaluated by a third-party evaluator at the end of its first year. The teacher training program was found, through interviews with teachers and aides, to be excellent. Curriculum materials were provided by the project, but each of the five sites where the project was carried out developed its own strategies. On-site visits determined that the emphasis in the English as a second language segment was on oral skills. Curriculum changes are planned. The physical facilities at the five sites ranged from poor to excellent, and three of the companies involved provided incentives for student enrollment. Students completing a questionnaire at the end of the school year exhibited a positive reaction to the program. Students who did not complete the program were not surveyed. Teacher responses to a questionnaire were also positive. Interviews with employers demonstrated the importance of their support in the program's outcome. Insufficient data were gathered from standardized tests in one step of the evaluation involving the Ilyin Oral Interview. Specific recommendations for improved use of personnel and equipment and clarification of program emphasis are offered.

See Also: 5290 English 2nd Language

- 393 A STUDY OF THE EAST LOS ANGELES YOUTH TRAINING AND EMPLOYMENT PROJECT. Beltramo, Michael N.; And Others. Rand Corporation, Santa Monica, CA. 1973. 41 p. (ED 103 717), EDRS price, MF \$.76, HC \$1.95.

Using a regression analysis technique, the authors produced a profile of clients, many of whom are Mexican-American, of the East Los Angeles Youth Training and Employment Project (YTEP), in an attempt to correlate YTEP participation with probable later success. In addition to data from an earlier Rand survey of 7,659 clients, YTEP collected program data from 229 of 501 sampled. Results were considered low in predictive value because of (1) the questionnaire method, and (2) the size of the population sample. Findings from the questionnaire responses are tabulated and discussed in detail. Analysis of independent variables (age, sex, education, time since client last attended YTEP, and length of stay in YTEP) led to the conclusion that clients who had the greatest amount of education and who spent the longest time in YTEP had the highest probability of success. It was not possible to determine from the results which aspect of the YTEP program to emphasize. The report also recommended that poverty programs have their own data collection systems and exercise quality control in them.

See Also: 1650 Selection, Prediction of Success
6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING, VOCATIONAL REHABILITATION

4850 American Indians

- 394 GILA RIVER INDIAN COMMUNITY ABE EXPERIMENTAL DEMONSTRATION PROJECT: FINAL REPORT, JUNE 3, 1972-MAY 31, 1973. Gila River Indian Community, Sacaton, AZ. 1973. 70 p. (ED 101 189), EDRS price, MF \$.76, HC \$3.32.

The purpose of the project reported on and evaluated in the document is to develop new approaches in Adult Basic Education to motivate undereducated, alienated, and disadvantaged American Indian adults. The project is located in central Arizona, serving a population of about 8,000. High school-dropout rates, unemployment, alcoholism, and health problems are characteristic. One objective is to reach those considered unreachable by providing tutoring in a learning center, in jail, in an alcoholics' halfway house, and in participants' homes. Local residents were trained as staff, to perform tutoring and counseling functions. A six-week staff training program was supplemented by weekly in-service sessions with associate professionals. The report briefly outlines background, training procedures, the program's scope, evaluation methods, and conclusions and recommendations. Sample forms are appended. More than half the total document is comprised of an independent evaluation, which considers each of the project's specific objectives. Tables of data are provided on participants' backgrounds and on their achievements in academic areas, as such data relates to the objectives. A new project year has been funded.

See Also: 5230 Adult Basic Education - General

- 395 NAVAJO ADULT BASIC EDUCATION: FINAL REPORT 1971-1972. Navajo Community College, Many Farms, AZ. 1972. 128 p. (ED 101 192), EDRS price, MF \$.76, HC \$6.97.

The thrust of the Navajo Adult Basic Education (NABE) program is aimed at three major objectives. First, it seeks to establish, through the study of history and current events, a feeling of pride in Navajo cultural heritage, promoting self-esteem and building self-confidence. Next, it prepares the Navajo to function better in those areas of the dominant culture that most affect his life. And, finally, it teaches the traditional three R's as an outgrowth of the participants' environment and personal experience. The program has been refined to the point that it can teach and help every adult on the reservation, of whatever educational background, who is not a victim of brain damage or of personality disorganization. Organizational, enrollment, and inservice training information is contained in the report, introduced by a 15-page recounting of the history of Hispano-Anglo-Navajo relations. A curriculum overview, an instructor-by-instructor summary of "special interest" subjects covered in each classroom, a progress report, and an account of achievements constitute the heart of the document. A self-evaluation of three broad aspects of NABE operation (implementation, instructional staff, and administration), and role definitions for personnel conclude the report. Appended are maps, charts, and a budget summary.

See Also: 5230 Adult Basic Education - General

- 396 NAVAJO ADULT BASIC EDUCATION: FINAL REPORT. 1972-1973. Navajo Community College, Many Farms, AZ. 1973. 36 p. (ED 101 193), EDRS price, MF \$.76, HC \$1.95.

The ultimate goal of the Navajo Adult Basic Education (NABE) program is to make the participants responsible parents so they may partake in community affairs and re-evaluate their own family affairs. The final report surveys the program's specific objectives and evaluates the year's progress toward achieving them. Major accomplishments of the year, such as educational field trips, the development of a language program for Navajos who do not speak English, are cited. Most of the NABE instructors are untrained and uncertified; weekly inservice training in methodology, techniques, and human relations is therefore vital to the program. The evaluation portion of the document is comprised of a progress report of eight pages listing specific behavioral objectives in the curricular areas of reading and language, mathematics, social changes, and attitude, with the total number of students participating, and the number able and the number not able to demonstrate the learning. Sex, employment, income, and age data, represented graphically, complete the report.

See Also: 5230 Adult Basic Education - General

- 397 PARTICIPATION IN AN INDIAN ADULT EDUCATION PROGRAM. Blunt, Adrian; Thornton, James E. British Columbia University, Vancouver. Adult Education Research Centre. 1974. 52 p. (ED 105 255), EDRS price, MF \$.76, HC \$3.32.

Differences between participants and non-participants in an on-reserve Indian adult education program in British Columbia were identified by interviewing 22.5 percent of the adult population in a random sample. Eight of 17 socioeconomic variables and five of 13 sociopsychological variables differentiated between the 42 participants and 44 non-participants. Social participation, trust, integration with relatives, number of children, and total annual income explained 30.81 percent of the variation in participation, but alienation was found to be the single most important predictor of nonparticipation. Because (1) participants had lower incomes than non-participants, and (2) the program is free, few socioeconomic barriers to participation were identified. Participants were likely to be female, so a need was indicated for more vocational and employment-oriented programs. Participants were more independent of relatives, a factor leading to consideration of informal classes for extended family groups. Overall, program planning for Indians requires analysis of the community, inclusion of community persons in planning, interagency cooperation, and evaluation. Statistical data throughout the report are tabulated and discussed in the text. Appendixes are a bibliography; adult education courses held on the reservation 1968-1971; and product moment correlation coefficients for 19 variables.

See Also: 1300 ADULT EDUCATION PARTICIPATION

- 398 BEHAVIOR MODIFICATION WITH AN APHASIC MAN. Ince, Laurence P. In Rehabilitation Research and Practice Review, Vol. 4, No. 2. Spring 1973. pp. 37-42.

Techniques based upon operant conditioning were employed with a male patient who had sustained a cerebrovascular accident with consequent right hemiplegia and expressive aphasia. A combination of positive verbal reinforcement and feedback of progress were utilized to improve language fluency and speed of typing.

- 399 MAJOR ISSUES IN THE EDUCATION OF EXCEPTIONAL ADULTS AS PERCEIVED BY STATE DIRECTORS OF ADULT EDUCATION. Long, Huey B. 9 p. (ED 070 934), EDRS price, MF \$.76, HC \$1.58.

The three major issues in the education of exceptional adults as perceived by 40 state directors of adult education were identified through use of a questionnaire. Exceptional adults were defined as individuals 18 years of age or older who suffer from some mental handicap, such as mental retardation, brain damage, or psychological abnormality (mental illness). Responses to the questionnaire were tabulated, classified, and analyzed. The respondents cited 26 different specific issues in education for exceptional adults. The issues fall into six categories: those that are curriculum centered; those that are institutional centered; those that are personnel centered; those that are financial; and those that are societal. The range in the number of times each categorical area was cited was from a high of 14 for the financial classification to a low of 6 for societal issues; client-centered issues were cited 12 times; curriculum issues 11 times; personnel issues 10 times; and institutional-centered issues 9 times.

- 400 MUSIC AS AN EDUCATIONAL TOOL FOR THE MENTALLY HANDICAPPED ABE STUDENT. Sellen, Jane. Western Iowa Tech, Sioux City, IA. 1973. 193 p. (ED 109 305), EDRS price, MF \$.76, HC \$9.51.

The demonstration project report describes a successful adult basic education program in music as a device for expanding the learning potential of the emotionally disturbed and mentally deficient residents of the Woodbury (Iowa) County Home. Background information on the project and a description of its progress, including the need for consultants, tools, and aides, are presented. Highlights of the project were performances for guests. The Wide Range Achievement Test (WRAT) and the Hospital Adjustment Scale (HAS), though somewhat unsuitable for the project, were chosen as measurement instruments to be administered to determine quantitative improvement. Results of the HAS ranking indicate the music activities did not influence scores in communications and relations with others, nor in care of self and social responsibility. Improvements were noted in work activities and recreation and overall hospital adjustment scores. The WRAT results indicated no difference in treatment groups in reading, spelling, and arithmetic. Summary statements by program personnel describe the music activities and their beneficial aspects for the Home's residents. Nearly three-quarters of the document consists of appendixes providing a pictorial review and detailed progress reports submitted weekly by the two teachers from September, 1971, to June, 1973.

- 401 PROJECT EVOLVE: REPORT OF THE HIGGINSVILLE ADULT BASIC EDUCATION PROJECT FOR RETARDED YOUNG ADULTS. Missouri State Department of Mental Health. Nov 1974. 37 p. (ED 105 270), EDRS price, MF \$.76, HC \$1.95.

Project EVOLVE is the last phase of a three-phase special Adult Basic Education (ABE) project, which provided cottage-homeliving and off-campus living experiences for approximately 60 students aged 16-26 who had the relatively greatest potential to succeed in the community. Project EVOLVE refined and disseminated materials and methods for use with other institutionalized as well as non-institutionalized adults. The report gives an overview of the project with one-to-three-page detailed descriptions of its various components: the ABE student; the token economy system; the cottage program; the academic program; the homeliving program; and the pre-vocational training program. The report also describes in detail the Higginsville State School and Hospital Behavioral Scale used to assess the behavior skills of ABE students before and during the program. In assessing the impact of the project on the project site, the report favorably cites: development of a criterion referenced test to accompany the curriculum packages; the establishment of a line of communication between teachers and administrators; the formation of a resource team to assist the staff; and the designation of program coordinators for each of the various program areas. Six pages of related appendixes are included.

See Also: 5230 Adult Basic Education - General

- 402 SPECIAL APPLICATIONS OF WORK EVALUATION TECHNIQUES FOR PREDICTION OF EMPLOYABILITY OF THE TRAINABLE MENTALLY RETARDED. Timmerman, William J.; Doctor, Allan C. Quadco Rehabilitation Center, Inc., Stryker, OH. Sep 1974. 94 p. (ED 109 425), EDRS price, MF \$.76, HC \$4.43.

The research project's objectives were: survey the field, development of new approaches and techniques, investigation of factors in the employment of the trainable mentally retarded (TMR), development of objective measurement of work adjustment behaviors, selective application of new methods, and development of a model vocational evaluation program for the TMR for training. The report reviews the current state of work evaluation for the TMR and research needs. A definition of terms and a bibliography for research are included. The section examining the use of standard tests reviews the validity of the various testing instruments. Work samples and rating scales are evaluated regarding their accuracy. Methodological questions are also raised regarding comprehensive test batteries and interest testing for complete profiles. A review of four articles discusses the TMR as workers. A summary reviews the preceding sections. The conclusions stress the need for: reliable evaluation instruments, further development of the comprehensive test battery incorporating interest tests and sophistication assessment, and improving the rating scale for predicting vocational potential. It was found that standardized tests of aptitude, perception, and dexterity are of little benefit. The identification of test instruments used is appended. A bibliography and index are included.

- 403 ADULT EDUCATION FOR THE DEAF OF ILLINOIS: A NEEDS ASSESSMENT. Block, Samuel A. Illinois Association of the Deaf. Dec 1973. 128 p. (ED 092 764), EDRS price, MF \$.76, HC \$6.97.

This report was designed mainly to develop information on the need and available resources for providing adult education programs for the hearing-impaired population of Illinois. Information was gathered through questionnaires mailed to persons identified through the records of the National Census of the Deaf, and follow-up interviews of a 200-case sample of respondents to the mail questionnaire. Questionnaires were sent to 4,300 and returned by 1,200 hearing-impaired persons--about 7% of the estimated total of such persons in the State. The survey indicated that about 75% of the respondents were interested in resuming educational activities, largely in basic education and upgrading of vocational skills. They also indicated an overwhelming preference for direct supportive communication in the classroom. The community college system in Illinois was rated an ideal one for delivery of adult education services to hearing-impaired persons in meaningfully-structured programs. Site visits to about one-third of these colleges established the acceptance of their directors of that principle. The report therefore included a recommendation for establishment of a State fund to finance special supportive services by community colleges and certain other educational institutions for that purpose.

- 404 ADULT ENRICHMENT CENTER'S RESEARCH PROJECT FOR DEAF AND HARD OF HEARING ADULTS. Lancaster City School District, PA; Pennsylvania State Department of Education, Harrisburg, PA. 1973. 96 p. (ED 094 145), EDRS price, MF \$.76, HC \$4.43.

Seventeen widely diverse students participated in the speech and hearing therapy program for a total of 420 hours. It was an individualized program utilizing Infra-Code equipment, the primary goal in twelve of the seventeen cases was speech production. The remaining five had normal speech and requested auditory training. The bulk of the report consists of individual profile summaries. Also included are the results of audiometric examinations and the subjective evaluations of parents, caseworkers, and students. The audiometric examinations were judged inadequate by professional consultants whose evaluation is included in the document. Accompanying the individual profiles, separate sections detail program objectives, test procedures, and therapy sessions. Sample forms and materials are included in the appendix. It was concluded that the Infra-Code machine served as a type of auditory training device and that student motivation, teacher excellence, and the one-to-one relationship were major factors in the success of the project.

- 405 BIBLIOTHERAPY: EFFECT OF GROUP READING AND DISCUSSION ON ATTITUDES OF ADULT INMATES IN TWO CORRECTIONAL INSTITUTIONS. FINAL REPORT. Burt, Lesta Norris. Wisconsin University, Madison, WI. Oct 1972. 214 p. (ED 070 951), EDRS price, MF \$.76, HC \$10.78.

Fifty-nine inmates, men and women, from two correctional institutions were randomly assigned to eight groups to test the effect of book discussion on attitudes. The four experimental groups read and discussed weekly a series of six titles during the 12-week program. The four control groups met three times to participate in a reading interest survey. Each leader team, composed of two librarians, led one experimental and one control group. Pretest and posttest scores on socialization scale of the "personal values abstract" and on a "semantic differential" test of attitudes related to persons and behaviors were subjected to analysis of covariance and the F Test. Covariance analyses revealed that the experimental groups were less accepting of dope addiction and stealing, the two behavioral concepts, than were the control groups, while no significant difference was found on attitudes toward concepts relating to persons. Analysis of interactions showed that those in the experimental groups who had served more time, had more time to serve, or were black were affected more positively by bibliotherapy than their fellows. Conclusions: for those inmates who wish to participate and can read and comprehend, the group discussion form of bibliotherapy may supplement the correctional program: (1) by improving attitudes related to behavior for all groups, (2) by additionally improving attitudes related to persons for certain groups, and (3) when conducted by librarians working with small inmate groups.

See Also: 5230 Adult Basic Education - General

- 406 CORRECTIONAL EDUCATION AND RECIDIVISM IN A WOMAN'S CORRECTIONAL CENTER. Johnson, David C.; And Others. In Adult Education, Vol. 24, No. 2. Winter 1974. pp. 121-129.

The hypothesis that successful participation in academic educational programs by women inmates reduces their subsequent recidivism was not supported by the study. The study distinguished between women who had received the General Educational Development certificate while in prison and those who had not.

See Also: 1260 High School Equivalency Tests & Certificate
4655 Education of Women

- 407 DOES FAMILY SUPPORTIVENESS PLAY A ROLE IN THE REHABILITATION OF DELINQUENTS? Allen, M. Harriet; Stewart, James A. In Rehabilitation Research and Practice Review, Vol. 4, No. 2. Spring 1973. pp. 25-35.

A study of 101 home visits to 87 boys and their families in Massachusetts at the Shirley Industrial School for Boys concludes that boys from supportive families made greater progress in rehabilitation. A "supportiveness" continuum assessed family harmony and parental childrearing attitudes, parole office rankings, and researcher family appraisals.

- 408 EDUCATIONAL PROGRAMS IN ADULT CORRECTIONAL INSTITUTIONS: A SURVEY. Dell'Apa, Frank. Western Interstate Commission for Higher Education, Boulder, CO. 1973. 40 p. (ED 099 550), EDRS price, MF \$.76, HC \$1.95.

A national survey of adult correctional institutions was conducted by questionnaire in 1973 to obtain an accurate picture of the current status of academic educational programs, particularly at the elementary and secondary levels, available to inmates. Questions were designed to obtain information regarding the degree of participation of inmates in such programs, the types of programs available, the previous educational attainments of the inmates, the resources available at the institutions for the educational programs, the numbers and types of training of the teachers, and the problems and needs of the institutions with regard to the education of inmates. Some information was received from 150 institutions, or 60 percent of those solicited; the geographic distribution of returns was fairly uniform. The data obtained from the survey is presented in tabular form with comments by the researchers. It is concluded that the baseline data reflected in the survey can serve as a basis for planning educational programs, both within institutions and from without, in order to reduce recidivism.

- 409 EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS: FINAL INTERIM REPORT FOR PHASE IV. Rehabilitation Research Foundation, Montgomery, AL. Experimental Manpower Laboratory for Corrections. Feb 1974. 88 p. (ED 089 126), EDRS price, MF \$.76, HC \$4.43.

Reports are presented on three phase four projects being carried out by the Experimental Manpower Laboratory for Corrections (EMLC) using a behavioral approach to the problems of the offender. The Mount Meigs Project is concerned with a behavioral management program, using a token economy, in the academic education division of the Alabama Industrial School (AIS). The Tuscaloosa Project deals with the community treatment of young offenders on parole and the Work Release Evaluation Project is designed to provide a model for determining the long-range effects of the work release program on the post-release behavior patterns of its participants. In all cases the existing situation was first assessed, so that changes resulting from the projects could be identified and measured. Publications, reports, training packages, measurement instruments, presentations at professional meetings, workshops, and other products which were outcomes of phase four are briefly described.

- 410 THE EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS: PHASE II. FINAL REPORT (MARCH 1, 1970-AUGUST 31, 1971. Rehabilitation Research Foundation, Elmore, AL. Sep 1971. 49 p. (PB-211 730), NTIS price, MF \$.95, see catalog for hardcopy price.

This report covers these five major projects of the Experimental Manpower Laboratory for Corrections: (1) a manpower training program for Alabama prisoners, (2) an experiment in contingency management, (3) implementation of token economy in Draper Correctional Center, (4) a manpower training project for correctional officers, and (5) a followup effort focusing on released offenders. Project objectives, methods, procedures, problems, and results (as complete as possible at the time of the project's termination) are given.

Some highlights of the overall program are: (1) open entry/exit feature of vocational training with an emphasis on individualization, (2) the basic education delivery system (individually prescribed instruction system), (3) techniques of behavioral control employed in the token economy, (4) techniques of behavioral science taught to traditional correctional officers, (5) techniques of the contingency management experiment, and (6) the new measuring instruments developed to determine an offender's adjustment to society and to predict recidivism.

See Also: 2735 Coaching, Individual Instruction, Tutoring
 5230 Adult Basic Education - General (437)
 6130 Correctional Personnel - Also Volunteer

- 411 INVISIBLE PRISON. AN ANALYSIS OF BARRIERS TO INMATE TRAINING AND POST-RELEASE EMPLOYMENT IN NEW YORK AND MAINE. New York State Education Department, Albany, NY. Division of Special Occupational Services; FCA Institutes, Inc. NY. Mar 31, 1972. 233 p. (PB-223 875), NTIS price, MF \$1.45, HC \$5.75.

The objective of the study was to identify and analyze practices and procedures, rules and regulations, and public laws which hinder or prevent inmate training and post-release employment and to recommend necessary modifications. Members of the project staff reviewed the literature on the subject and sought information and advice from consultants in New York, Maine, and other States. Visits were made to ten correctional institutions in New York and Maine, and interviews were held with parole officers, corrections personnel, inmates, and ex-inmates. Research of legislation was conducted in both States, and surveys were made of policies and practices of State licensing and certification boards and major private employers. Sixty-six recommendations were made in the areas of institutional operation, training programs, employment, parole and aftercare. Many of the recommendations are directed specifically at the States of New York and Maine, but other States with equivalent restrictions on the employment and treatment of offenders will find them applicable.

- 412 A MANUAL FOR THE USE OF THE ENVIRONMENTAL DEPRIVATION SCALE (EDS) IN CORRECTIONS: THE PREDICTION OF CRIMINAL BEHAVIOR. Jenkins, W. O.; Sanford, W. Lee. Rehabilitation Research Foundation, Elmore, AL. Oct 1972. 90 p. Available from Rehabilitation Research Foundation, PO Box 1007, Elmore, AL 36025 (No price quoted).

The possibility of behavior having important consequences is the focus of this manual with the objective of predicting criminal behavior through the use of an environmental deprivation scale (EDS). The principal analytical method for analysis of the environment is the systematic observation of behavior and the manipulation of environmental variables to modify related criterion measures, the primary one being frequency of responding. The behavioral scientist is left with two options: (1) point to problems in analysis and conclude that certain classes of behavior are not amenable to analysis; and (2) devise alternative techniques and strategies which provide the scientist with the data necessary for experimental analysis. The EDS operates upon the latter approach, systematically probing the area of criminal behavior by obtaining correlative measures which are highly predictive of both criminal behavior and recidivism. The EDS pinpoints the employment area as crucial in adjustment, followed

closely by interpersonal relationships. In addition, the scales point to other areas where specific intervention strategies should be initiated. In sum, the EDS is based on the working assumption that a man's behavior reflects the way "things are going for him" in his environment at the moment. The EDS measures the effect of environment on a man's behavior by dividing his environment into three broad areas of input: occupational activities, institutional activities, and interpersonal relationships. The 16 items within these areas provide a checklist for measuring the support he receives for his behavior. Five appendices are included.

- 413 PERFORMANCE OF PRISONERS IN TWO KINDS OF CONTINGENCY PATHS. Entin, Elliot E.; Nosin, Jerry. Paper presented at the American Educational Research Association, (Chicago, IL, April 15-19, 1974). 9 p. (ED 095 283), EDRS price, MF \$.76, HC \$1.58.

In a one try at success condition, prisoners high in n Achievement-low in test anxiety (HL) performed significantly better than those low in n Achievement-high in test anxiety (LH) in a noncontingent but not a contingent path. These results are consistent with previous findings involving prisoners and at variance with results derived from students. Under the two tries at success condition, HL's performed significantly better than LH's in a contingent but not a noncontingent path and hence are more in line with results obtained from students. The hypothesis that prisoners behave as if they were failure threatened is explored.

See Also: 1120 Mental, Perceptual Abilities
 Aptitude - Ability Identification - Tests

- 414 PILOT STUDY OF FOUR SELECTED GROUPS OF PAROLEES, 1971. Garay, Bert; And Others. Washington State Board of Prison Terms and Paroles, Olympia, WA.; Washington State Department of Social and Health Services, Olympia, WA. 1971. 41 p. (ED 072 328), EDRS price, MF \$.76, HC \$1.95.

To evaluate the effectiveness of the Vocational Rehabilitation Programs of the Adult Correctional Facilities of the State of Washington, four groups of parolees were reviewed to determine their successful adjustment 18 months after parole. The adult correctional facilities offer training in a variety of vocations, including the following: auto mechanics, barbering, drafting, electronics, radio and TV, office machine repair, body and fender work, meat cutting, data processing, welding, sheetmetal work, and other basic industrial and work programs. The four study groups were composed of the following: Group I--88 cases, felons who completed VR services successfully; Group II--88 cases, felons who failed to complete VR services; Group III--112 cases, felons who completed certain vocational training programs successfully through the adult correctional facilities; and Group IV--126 cases, felons who needed but received no vocational services. Most of the parolees were white, single males; their mental level was usually average or above; they had usually completed at least one year of high school prior to imprisonment; they were usually imprisoned for a crime such as burglary, larceny, robbery, or auto theft; normally they had no known history of drug abuse or mental illness; and generally they were first offenders. Major findings of the study were: (1) of the Group I parolees, 76% succeeded on parole; (2) of the Group II parolees, 32% succeeded on parole; (3)

of the Group III parolees, 58% succeeded; and (4) of the Group IV parolees, 47% succeeded. Study items used and data form for the study are included.

See Also: 4300 EVALUATION

- 415 POST-PRISON ANALYSIS OF CRIMINAL BEHAVIOR AND LONGITUDINAL FOLLOW-UP EVALUATION OF INSTITUTIONAL TREATMENT. Jenkins, W. O.; And Others. Rehabilitation Research Foundation, Montgomery, AL. Experimental Manpower Laboratory for Corrections. Available from NTIS, Springfield, VA 22151 (\$3.00). Feb 1974. 75 p. (ED 089 127), EDRS price, MF \$.76, HC \$3.32.

This report describes an eighteen-month postrelease followup of 142 young male offenders released from Draper Correctional Center in Elmore, Alabama. The basic objectives of the study were the analysis of criminal behavior and the evaluation of institutional treatment programs. Men who had participated in Manpower Development and Training (MDT) were compared with State trade school trainees, men from the Experimental Manpower Laboratory for Corrections (EMLC) token economy study, men with both MDT training and token economy treatment, and men who received no institutional treatment. A criterion for criminal behavior was developed, the Law Encounter Severity Scale (LESS) which served as the yardstick for validating the capacity of the following instruments to predict law encounters and recidivism. While vocational training and adult education appear essential to rehabilitation of the criminal offender, data indicate that supplemental training in interpersonal skills and money management is also critical.

- 416 SHARED DECISION-MAKING AS A TREATMENT TECHNIQUE IN PRISON MANAGEMENT. Murton, Thomas O.; Baunach, Phyllis Jo. Murton Foundation for Criminal Justice, Inc., Minneapolis, MN. Mar 15, 1975. 296 p. (ED 109 330), EDRS price, MF \$.76, HC \$14.59.

The Federally-sponsored research and development project centered on the current state of participatory management programs in correctional institutions. Questionnaires were mailed to all adult institutions known to have some form of council or committee structure. On-site visits conducted at several institutions included: large and small; male, female, and coed; those having councils and those having committees; and those representing various geographical regions of the United States. Interviews were held with administrators, staff, and inmates where possible. Council members were interviewed and, when allowed, council meetings were observed. There is confusion and misconception about participatory management and no differentiation in the literature based upon typological categories. The prevailing assumption in penological circles that "inmate government" is a corrupting, dysfunctional modality for prison management is based almost entirely upon examples which are not participatory management as discussed in this project. Inmate councils have come into existence mainly in response to a crisis rather than as a treatment program of self-responsibility. Although there is some evidence to indicate measurable, positive effects of shared decision-making, there is no evidence of research or evaluation to assess the effects of participatory management on either the institutions or the participants. Tables and questionnaires are appended.

See Also: 6200 MANAGEMENT, SUPERVISION

- 417 STATISTICAL STUDY OF PROJECT NEWGATE STUDENTS, ASHLAND, KENTUCKY. Morehead State University, KY. Jan 1971. 14 p. (ED 066 635), EDRS price, MF \$.76, HC \$1.58.

An attempt was made to determine the number of Project Newgate students enrolled in each of the courses taught at the Federal Youth Center (FYC), Ashland, Kentucky, the program of studies the various students were enrolled in, the number of students on parole, and their status at the time of the study. Data on each class and student, past and present, were compiled. The results indicated that a total of 27 students were enrolled in two American History classes, 23 in two Sociology classes, 15 in a Geography class, 25 in two English Composition classes, 22 in a General Mathematics class, and 10 in an Introduction to Biological Science class. Current program enrollments totaled 10 students in college prep, 5 in college, and 3 in study release. A total of 67 students were on parole. Results further indicated that 30 students have participated in the FYC-Ashland Community College study release program, 30 are attending colleges or universities throughout the Eastern part of the country, 9 are in vocational training programs, and 4 former students have completed vocational training programs and are currently employed in related trades. Thirteen of 67 placements have failed to continue their school program, 21 have found satisfactory employment, and only 3 have failed to make satisfactory adjustments to society.

- 418 STATISTICAL STUDY OF THE INITIAL GROUP CHOSEN FOR PROJECT NEWGATE AT THE FEDERAL YOUTH CENTER, ASHLAND, KENTUCKY. Morehead State University, KY. Sep 1969. 15 p. (ED 066 636), EDRS price, MF \$.76, HC \$1.58.

This statistical study attempted to determine the average age, mental rating, geographic distribution, present and prior commitments, and races of the initial group of 39 Newgate students at the Federal Youth Center, Ashland, Kentucky. The results indicated that (1) the average age was 18 plus; (2) the highest grade completed upon entering the Newgate program was 9.24; (3) 10.25% of the students had a beta score of 94; (4) the average scholastic aptitude test score was 8.73; (5) 64.10% of the students had violated the Dyer Act; (6) over one-half of the students had had no prior commitments; (7) 7 of the students were from Ohio; and (8) 32 of the students were Caucasian.

- 419 SURVEY OF INMATES OF LOCAL JAILS, 1972. ADVANCE REPORT. Law Enforcement Assistance Administration (Department of Justice), Washington, DC. National Criminal Justice Information and Statistics Service. 29 p. (ED 099 549), EDRS price, MF \$.76, HC \$1.95.

This report contains the major findings from the Survey of Inmates of Local Jails, which was conducted in the summer of 1972 for the Law Enforcement Assistance Administration by the U. S. Bureau of the Census. This first nationwide attempt to assess the socioeconomic characteristics of the country's jail population was a followup to the National Jail Census of 1970. The survey concentrates on an investigation of the socioeconomic characteristics of jail inmates and an inquiry into the status of the nation's jails. The survey employed two distinct questionnaires--one designed to elicit directly from the authorities of each jail specific data on physical facilities, staff personnel,

and programs conducted for inmates, and the other to be used by interviewers to obtain information directly from inmates. Statistics gathered included basic demographic data, reasons for incarceration, bail status, length of pre-trial confinement, length of sentence, geographical distribution of the inmates, physical data on jails, and the social and rehabilitation services offered. Tables show statistics on: socioeconomic characteristics of inmates by race, offense and confinement status; number of jails and inmates by State and the number and percent of jails with locally sponsored rehabilitative services and programs by jail size.

See Also: 4760 Poor

- 420 SYSTEMS RESEARCH IN CAREER EDUCATION IN CORRECTIONS. Ryan, T. Antoinette. Paper presented to American Education Research Association (Chicago, IL, April, 1974). 17 p. (ED 092 755), EDRS price, MF \$.76, HC \$1.58.

Adult career education holds a great potential for redirecting and correcting offenders and for continuing development of staff in corrections. A systems approach to adult career education in the corrections setting can make this potential become a reality. This paper describes the implementation of systems research in this area. The process of developing a generalized model for planning and evaluation of career education is presented, and the results of using a generalized model for problem-solving in eleven correctional settings are compared. The outcomes of adult career education are optimized in corrections through the systematic use of analyses, synthesis, simulation, and modeling. When simulation is used to process problems from different corrections settings through a generalized model, the result is a systematic evaluation of alternatives in order to select the best possible plan for meeting needs and achieving objectives which will alleviate the problems and implement the mission of career development for staff and offenders in that setting.

See Also: 6400 Career Education

5200 PROGRAM AREAS: CURRICULUM

- 421 THE NATIONAL SEMINAR ON CURRICULUM DEVELOPMENT FOR EXTENSION WORKERS AS SEEN BY PARTICIPANTS. Alexander, Frank D. State University of New York, Ithaca, NY. College of Agriculture at Cornell University. Oct 1968. 65 p. (ED 065 102), EDRS price, MF \$.76, HC \$3.32.

The National Seminar on Curriculum Development for Extension Workers held its first session in December, 1963, and since that time there have been 9 additional meetings. This report undertakes to present an evaluation of the 10 meetings of the seminar. A survey questionnaire was prepared and sent to 21 current or past participants and returns were received from 16 or 76%. A summary of the results includes: (1) a total of 62 publications, reports, or papers were contributed to the seminar; (2) 10 of the respondents reported 13 publications to be classified under the category, Relating to Derivation of Concepts from Anthropology and Sociology, and 6 respondents reported 10 publications classified as Relating to Derivations of Concepts from Psychology and Educational Psychology; (3) 13 respondents made 20 mentions of the use of ideas derived from the seminar for planning courses; (4) 6 respondents made 10 mentions of the use of ideas derived from the seminar in advising and thesis counseling of graduate students; (5) 5 of the participants made 10 mentions of the use of ideas derived from the seminar in planning curriculum; (6) 7 of the participants made 9 mentions of efforts to diffuse ideas derived from the seminar; and (7) 8 of the participants made 12 mentions of individual gains derived from the seminar. The evidence from this evaluation provides strong support for the investment of time, effort, and money by the participants in the seminar exercise.

See Also: 7600 Cooperative, Rural Extension

5230 Adult Basic Education - General

- 422 ABE CLASSES FOR MENTALLY ILL--A NEW DIMENSION FOR ADULT EDUCATION. Shank, Jack. In Adult Leadership, Vol. 21, No. 6. Dec 1972. pp. 189-190.

Describes program at East Mississippi State Hospital which results in gains in basic skills for all participants.

See Also: 5000 Mentally Disabled

- 423 ABE IN THE INNER CITY PROJECT: INNOVATIVE PRACTICES STUDY. FINAL REPORT, 1970-1971. Columbia University, New York, NY. Center for Adult Education. 1971. 102 p. (ED 101 135), EDRS price, MF \$.76, HC \$5.70.

In its second year the Project had two principal goals: (1) to extend the first year's findings with a study of selected innovative practices in a large variety of urban Adult Basic Education (ABE) programs, and (2) to disseminate findings of the project's first two years to urban ABE directors and selected professors of adult education. A questionnaire was developed and sent to

the directors of Title III programs in cities over 100,000 population. After review of the data obtained, four practices were selected for further study: (1) the utilization of paid and volunteer paraprofessionals in ABE; (2) the use of learning laboratories for ABE instruction; (3) co-sponsorship of classes with employers and other organizations, and (4) use of community liaison personnel. During the project's second year a second national survey of 1900 teachers in 59 sample cities was undertaken. The second survey examined the perspectives of public school ABE teachers. The findings were then disseminated in four regional workshops. Recommendations are discussed at length in the areas of: differentiating the target population, differentiating recruitment effort, differentiating class types, co-sponsoring with employers, improving instruction, planning short term objectives, analyzing qualitative factors, improving mentor role relationships, planning staff development, and using program innovations.

See Also: 2240 Urban Environments

- 424 ADULT AND CONTINUING EDUCATION: STAGE 1: ISSUE IDENTIFICATION. New Jersey Department of Education, Trenton, NJ. May 1973. 79 p. (ED 091 538), EDRS price, MF \$.76, HC \$4.43.

The issue of adult and continuing education in New Jersey has been examined as part of a Federal Project (Project Next Step: Mutuality of Planning). National role, trends, and problems of adult and continuing education are summarized briefly in the first section while the next section includes a summary of the adult education programs in New Jersey. The planning team then selected various potential target groups (functional illiterates, high school dropouts, immigrants and non-English speaking persons, adults 55 years old and older, unemployed, low income, migrant laborers, public offenders, handicapped, and the general adult population) and assessed the target group according to definition, needs, current programs and expenditures, cost/impact, future trends, and political considerations. Charts of related data have been included following each target group. Approximately one-third of the report is devoted to an appendix (two papers that further examine definitions of adult education, various models being used in European countries, and future trends; a list of organizations with an interest in adult and continuing education and a selected bibliography of literature).

See Also: 4600 EDUCATION OF SPECIAL GROUPS

- 425 ADULT BASIC EDUCATION IN NEW MEXICO. Fall, Clarence M.; Trujillo, Thomas M. New Mexico Department of Adult Basic Education. Apr 1967. 74 p.

The purpose of this survey is to pinpoint characteristics of adult basic education programs and attempt to set up guidelines and evaluation criteria for New Mexico. Effectiveness of a program can be determined by understanding the motives or objectives of the students and teachers and then finding out if these objectives are being met. Eleven individual community programs are examined and statistics provided on each, also state statistics are listed. Program observations are offered on goals of students, motivation, age and sex of participants, and participation in community affairs by the students. Teacher comments are included in the areas of problems, teaching materials and teaching methods.

- 426 THE ADULT BASIC EDUCATION PROGRAM: PROGRESS IN REDUCING ILLITERACY AND IMPROVEMENTS NEEDED. Comptroller General of the U.S., Washington, DC; Office of Education (DHEW), Washington, DC. Available from U. S. General Accounting Office, Distribution Section, PO Box 1020, Washington, DC 20013 (Stock Number MWD-75-61, \$1.00). June 4, 1975. 43 p. (ED 110 682), EDRS price, MF \$.76, HC \$1.95.

Adult basic education programs in California, Illinois, North Carolina, Texas, and Virginia were reviewed to assess the progress made by the programs in reducing illiteracy. The programs' management was also evaluated. It was found that although some positive achievements have been made, the program successfully reaches only a small fraction of those needing it. In the program's first nine years, about 4.6 million adults enrolled, but only about one percent of the 57 million adults in the target population and four percent of the 15 million adults with less than eight years of schooling have participated in any given year. Through fiscal year 1972, 17 percent of the 3.5 million participants at or below the eighth grade level had achieved an eighth grade equivalency education. Management problems include: lack of realistic and measurable program goals and evaluative criteria, misdirected recruiting, limited benefits of special projects and unsystematic dissemination of their results, lack of coordination with Federal anti-poverty and manpower-training programs, and inaccurate reporting of data. The report recommends several actions (including legislative and congressional) for combating these problems.

See Also: 4300 EVALUATION

- 427 ADULT BASIC EDUCATION PROJECT: CAREER CENTERS PROGRAM: DIVISION OF EXTENSION AND CONTINUING EDUCATION: UNIVERSITY OF PUERTO RICO: FINAL REPORT. Puerto Rico Univ., R40 Piedras. Div. of Extension and Continuing Education. Aug 1974. 115 p. (ED 105 275), EDRS price, MF \$.76, HC \$5.70.

The demonstration project, running from June, 1971, to June, 1974 sought to reduce the educational and occupational disadvantages of Puerto Rican unemployed and underemployed adults. The program served 1,241 participants, ranging in age from 16 to 60 and in grade level from zero to approximately twelfth grade. Average attendance was 24 days, on a one day a week basis. Most participants advanced one to three grades. Three main programing areas received special attention: staff development, curriculum development, and student participation. Curriculum development centered around language arts skills identified as basic tools for content learning in all areas. A reading program for illiterate adults was developed, oriented to the needs and interests of this clientele. Of the 84 participants in this program, 54 developed basic reading skills. About half the document consists of appendixes showing, in chart form: the background of participants and their educational and employment progress; the cost of expanding the program's services; the number and type of services, along with students educational progress; and coordination with various agencies in the provision of services. Logs of personnel training sessions and other activities are included, along with texts, in Spanish, of 14 program evaluation forms showing participant responses.

See Also: 5240 ABE - Teachers, Administrators, trainings of

- 428 ADULT READING DEVELOPMENT. AN INFORMATION AWARENESS SERVICE. DeCrow, Roger, Ed. National Reading Center Foundation, Washington, DC. 11 p. (ED 068 808), EDRS price, MF \$.76, HC \$1.58.

A digest of findings from a national survey by Louis Harris and Associates of adult reading skills comprises this edition of Adult Reading Development, a publication of the National Reading Center. The study measured the ability of adults to respond to practical real-life situations such as reading directional instructions in a telephone directory and reading classified advertisements in newspapers. Results indicate that 4% of the population over 16 suffers serious deficiencies in functional reading ability; another 11% failed on more than 10% of the test items. One percent of the sample was totally illiterate. The young (16 year olds) and the old (over 50) scored significantly lower than other age groups. A positive correlation appeared between income and reading ability; the scores of these with incomes under \$5,000 were lower than those with higher incomes. Educational level appears to be the factor most closely related to test scores. Scores were higher in the Midwest and West and lowest in the East; cities and rural areas contain the largest number of people with reading problems. Blacks did more poorly than whites on the test because of lower educational backgrounds.

- 429 ANALYSIS OF WORD FREQUENCIES IN THE SPOKEN LANGUAGE OF ADULT BLACK ILLITERATES. FINAL REPORT. Stein, Annette S. State University of New York, Buffalo, NY. Department of Elementary and Remedial Education. Sep 1972. 78 p. (ED 075 716), EDRS price, MF \$.76, HC \$4.43.

Efforts to substantially reduce adult illiteracy in the United States have been largely unsuccessful. The purpose of this study was to obtain a basic word list, based on oral vocabulary of adult black illiterates in two urban centers, which could subsequently be used to develop basic education reading materials, reading tests, and a readability formula. A sample of 263,727 words was obtained from interviews with 128 Negro informants enrolled in ABE classes, representing a subset of the total spoken vocabulary that can be used by the population. The resulting word list was examined for the effect of geographic area (Buffalo and Chicago), age and sex of informants, and race and sex of interviewer. A group of ten informants was also interviewed a second time to determine effect of change in stimulus question. Chi-square tests were used on the one thousand most frequently used words; for the five variables tested, no significant differences were found (.01 level). The effect of change in stimulus was significant, with differences occurring in words of lesser frequency. However, the vocabulary list based on 128 interviews is considered a valid list for the population sampled and can be used for production of ABE materials.

See Also: 4800 Black

- 430 CANADIAN OPEN ADULT LEARNING SYSTEMS. Conger, D. Stuart. Training Research and Development Station, Prince Albert (Saskatchewan). Available from Information Canada, P.O. Box 1565, Prince Albert, Saskatchewan, Canada (\$3.95.) Apr 1974. 151 p. (ED 090 973), EDRS price, MF \$.76, HC \$7.80.

Several essays are presented which discuss alternative delivery systems for adult education in Canada. The individual papers focus on the following

topics: (1) an overview of an open Basic Training for Skill Development program; (2) Canadian open adult learning systems; (3) the affective relationship between television and the adult basic education learner; (4) the interface between educational television and basic education in life skills; (5) a survey of open learning systems; (6) three scenarios for Canadian educational television; and (7) broadcast programs for open basic Training for Skill Development programs.

See Also: 1260 High School Equivalency Tests & Certificate
3200 Educational Television

- 431 DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS: OHIO STATE MODULE. ABE LIFE-CENTERED CURRICULUM DEVELOPMENT AND TEACHING TECHNIQUE. FINAL REPORT. Morehead State University, KY. Sep 30, 1970. 164 p. (ED 054 425), EDRS price, MF \$.76, HC \$8.24.

Three types of instruction were used in the Ohio Module Project: traditional classes, programmed learning centers, and home instruction. Four major objectives of the project are: (1) to determine the kind of training program necessary to prepare paraprofessionals to operate an instructional program utilizing programmed materials, (2) to compare the achievement of students participating in traditional classes with that of students utilizing programmed materials, (3) to compare achievement of students utilizing programmed materials in learning labs with that of students utilizing similar materials in the home instructional program, and (4) to assess and compare attitudes, both self-concept and teacher-student attitudes, in the students participating in the three types of programs. A three-day preservice training program was conducted for six paraprofessionals and teachers. It was found that all paraprofessionals employed in the project were highly proficient in the exercise of their duties. Pre- and post-achievement level data were derived from one of three levels of the California Test Bureau's Test of Adult Basic Education (TABE); follow-up training was found to be necessary for some teachers and paraprofessionals. Teachers and paraprofessionals were asked to observe and rate students on any observable change in attitude. The most marked change seemed to occur in the home instruction program.

See Also: 1120 Mental, Perceptual Abilities
2790 Programmed Instruction

- 432 DESCRIPTIVE STUDY OF A NATIONAL VOLUNTEER LITERACY PROGRAM. Stauffer, John. Paper presented at Adult Education Research Conference (Chicago, IL, April 18, 1974). 59 p. (ED 092 749), EDRS price, MF \$.76, HC \$3.32.

The purpose of this study was to describe tutor and student participants in a national volunteer adult literacy program, the National Affiliation for Literacy Advance, and obtain a measure of student reading achievement over time. A sample of 1,000 tutors, each representing themselves and one of their students, was selected. Information was acquired regarding personal, occupational, educational, and program characteristics of students and tutors. The findings revealed tutors to be a relatively homogeneous group, white, college-educated, female, and between 40 and 60 years old. Students were about evenly divided by sex, an average of 36, urban, mostly married,

typically elementary grade level, and 62 % English speaking. The Adult Basic Learning Examination reading test was used to measure reading change. A positive reading grade level change was demonstrated by 68.5% of the students; Mexican-Americans and orientals showed the highest percentage gains, followed by whites and blacks. Previous educational attainment, number of hours taught, and length of class were other factors related to reading change. None of the selected tutor characters were associated meaningfully to student reading grade level change. Future recommendations involve the study of program dropouts, student recruitment, tutorial attitudes and mastery, and testing/data collection procedures for literacy councils.

- 433 DEVELOPMENT, DEMONSTRATION, AND DISSEMINATION: CASE STUDIES OF SELECTED SPECIFIC PROJECTS IN ADULT BASIC EDUCATION. Beder, Harold W.; Darkenwald, Gordon G. Available from Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, NY 13210 (\$2.75). Nov 1974. 62 p. (ED 103 663), EDRS price, MF \$.76, HC \$3.32.

In an effort to determine the effectiveness of 309 (b) projects (experimental demonstration projects in Adult Basic Education funded through the Adult Education Act), selected projects were used as the basis for several case studies and evaluated. Project RFD was never intended to be utilized by Adult Basic Education (ABE) programs but instead demonstrates alternatives to current practices. Project Communi-Link was a model demonstration project in many ways, but its effectiveness outside the original pilot communities is doubted. The Southwestern Cooperative Educational Laboratory (SWCEL) ABE project for the Mexican-American community developed products of high technical quality, but local ABE programs have not used them in proportion to the investment. The Texas guidance and counseling project to improve ABE counseling developed a product which has been used extensively in Region 6, but the project was unable to carry out successful dissemination efforts outside the region. Three local impact cases (Chinatown English Language Center, Lumbee Adult Education Project, and Program for the Spanish-Speaking Community) did not involve dissemination of outcomes because of their operational orientation. The case studies demonstrate a need for a permanent dissemination system to take full advantage of the monies, time, and effort invested.

See Also: 3050 Demonstration
3100 Mass Media

- 434 DISCUSSION OF THE MEASUREMENT AND STATISTICAL MANIPULATION OF SELECTED KEY VARIABLES IN AN ADULT BASIC EDUCATION PROGRAM. Cunningham, Phyllis M. Paper presented at the Adult Education Research Conference (Chicago, IL, April 18, 1974). 31 p. (ED 092 794), EDRS price, MF \$.76, HC \$1.95.

Intending to explore the interaction effects of self-esteem level and perceived program utility on the retention and cognitive achievement of adult basic education students, a self-esteem instrument, to be administered verbally, was constructed with content relevant items developed from and tested on a working class undereducated black adult population. The problems concerned with the defining and measurement of four major variables in an adult program of basic education are presented: persistence, student's self-esteem, cognitive achievement, and student's perceived utility of the program. Mea-

surement problems are discussed in detail and it is concluded that further work is needed in developing more precise definitions and measurement of these selected variables.

See Also: 1160 Psychological, Personality Factors

- 435 EVALUATION GUIDE FOR ADULT BASIC EDUCATION PROGRAMS. Knox, Alan B.; And Others. Columbia University, New York, NY. Center for Adult Education. 1972. 164 p. (ED 091 537), EDRS price, MF \$.76, HC \$8.24.

An outcome of a study of adult basic education programs initiated three years ago by the Columbia University Center of Adult Education, the evaluation guide with its step-by-step instructions can be used for both formative and summative evaluations of adult basic education programs. Background research involved in this publication included direct field experience with over 40 local adult basic education operations. One section is related to the "how" of evaluating a program and includes coverage of type of approach, preparing initial and detailed plans, making a preliminary survey, collecting data, and analyzing and interpreting data. The section on "what" to evaluate is related to recruitment, staffing, in-service education, instruction, collaboration, and goal-setting. Approximately 80 pages are devoted to the sample instruments (interview guides, questionnaires, and forms) needed to college evaluation data. The appendixes include an annotated bibliography on evaluation methods, external standards information for evaluation interpretation, and adaptation for ABE/Model Cities joint programs.

See Also: 4300 EVALUATION

- 436 EVALUATION OF A NAB-JOBS TRAINING PROGRAM FOR DISADVANTAGED WORKERS. Baum, John Franklin. Wisconsin University, Madison, WI. Industrial Relations Research Institute. Dec 1973. 120 p. (PB-226 792), NTIS price, MF \$1.45. HC \$4.25).

This study is directed to the question of whether an intervention strategy based on relatively concentrated amounts of basic education and on-the-job training is sufficient to make it possible for a large, non-union, private firm to assimilate disadvantaged females into its regular, blue-collar work force. It is concluded that the National Association of Businessmen-Job Opportunities in the Business Sector (NAB-JOBS) strategy is not effective in preparing the disadvantaged workers for permanent employment with this firm. While the NAB-JOBS trainees remain with the firm as long as their counterparts in the comparison groups, only about 25 percent remained employed after the first year on the job. When the measure of effectiveness is the supervisory assessment, the NAB-JOBS trainees are rated significantly lower than the subjects in the comparison groups. Perhaps the most definitive findings that emerges from the research is that both disadvantaged workers and racial minorities exhibit a fundamental commitment to the importance of achievement in the world of work.

See Also: 3015 On-the-job
4655 Education of Women

- 437 THE EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS. PROGRESS REPORT ON PHASE III, JUNE THROUGH AUGUST, 1972. Rehabilitation Research Foundation, Elmore, AL. Draper Correctional Center. Aug 1972. 54 p. (ED 072 330), EDRS price, MF \$.76, HC \$3.32.

This progress report summarizes the activities from June to August, 1972, of the Experimental Manpower Laboratory for Corrections at Draper Correctional Center. EMLC studies are designed to determine if behavior modification techniques are feasible and provide viable alternatives to aversive control. In the token economy (ecology) project, inmates are rewarded for socially acceptable behavior on the institution farm, in the basic education component, and in the experimental cellblock. The Contingency Management Study, the basic education component, uses a system of contingency contracting covering units of programmed instruction prescribed for each subject on the basis of his pre-test score on the tests of Adult Basic Education. Baseline data for individuals and the group were collected during this report period. Phase I of correctional officer training was completed; it involved completion of self-instructional booklets. Followup studies for 1969 and 1971 are under way. The lab is also involved in preparing and disseminating a number of measurement and training instruments and publications and technical consultation, conferences, seminars, workshops and other professional activities.

See Also: 5060 Correctional Education - Inmate (409 and 410)

- 438 FROM RESEARCH TO PRACTICE IN ADULT BASIC EDUCATION. FINAL PROJECT REPORT. Schroeder, Wayne L., Comp.; Divita, Charles, Jr., Comp. Florida State University, Tallahassee. Department of Adult Education. Sep 1971. 85 p. (ED 059 434), EDRS price, MF \$.76, HC \$4.43.

The strategies whereby relevant findings and implications of empirical research could become known to and employed by adult basic education practitioners in solving their problems are demonstrated. Efforts were made to: (1) identify significant problems in the practice of adult basic education; (2) conduct a thorough search of the research literature in the social sciences relevant to such problems; and (3) develop and disseminate a series of monography which would translate the findings of research and suggest solutions to problems in a manner which is meaningful to practitioners. To accomplish these tasks, job descriptions were developed, a nine-member staff employed, a project task analysis performed, criteria for selecting writers devised, and a conceptual system to facilitate a uniform approach to the definition and analysis of problems developed. The staff read 3,000 reports and made a survey of all members of the Commission of Professors of Adult Education and the Special Project Directors to detect research recently conducted. Findings include: (1) ten monographs which relate research to practice can be produced in a twelve-month period with the resources made available in this project; (2) problems reported by practitioners and researchers are often imprecisely defined and analyzed; (3) practitioners tend to attribute problems to lack of financial and physical resources or to some uncontrollable conditions rather than to a lack of capability or knowledge on their part.

- 439 HUMRO'S LITERACY RESEARCH FOR THE U. S. ARMY: DEVELOPING FUNCTIONAL LITERACY TRAINING. Sticht, Thomas G.; And Others. Human Resources Research Organiza-

tion, Alexandria VA. Dec 1973. 35 p. (ED 091 596), EDRS price, MF \$.76, HC \$1.95.

The major purposes of the project were to determine the nature of the literacy problem in the Army by studying the literacy demands of Army jobs together with the literacy skills of Army personnel, and to develop a literacy training program to provide job-related, functional literacy skills. Literacy research and development performed by HumRRO since 1968 for the Army is summarized in this paper. Literacy needs for several basic Army Military Occupational Specialties (MOS) are identified. The methodology used to evaluate the reading requirements for Army jobs is explained, together with the methodology of an experimental training program designed to produce a level of functional literacy appropriate to minimal MOS requirements. Numerous photographs, frequency distributions, graphs, and data tables are included for illustrative purposes.

See Also: 8000 Armed Forces

- 440 HUMRRO'S LITERACY RESEARCH FOR THE U.S. ARMY: PROGRESS AND PROSPECTS. Sticht, Thomas G.; And Others. Paper Presented at U. S. Continental Army Command (October 1972). Jan 1973. 31 p. (ED 073 369), EDRS price, MF \$.76, HC \$1.95.

This report summarizes literacy research performed in HumRRO work units Realistic, Readneed, and Flit. Data are reported that show reading demands of various Army jobs and reading ability levels of personnel prior to, during, and after Project 100,000. Research and Development of a new job-related, functional literacy training program for the Army is described.

See Also: 8000 Armed Forces

- 441 INNOVATIVE PROGRAMS IN ADULT EDUCATION: UNITED STATES. Adult Education Association of the U.S.A., Washington, DC; World Education, Inc., New York, NY. Papers presented at the Multi-National Workshop on Basic and Functional Education for Adults (Washington, DC, January 5-10, 1975). 43 p. (ED 110 667), EDRS price, MF \$.76, HC \$1.95.

The seven descriptive position papers were prepared after selection for the Multi-National Workshop on Basic and Functional Education for Adults. Those selected are significant innovative programs of adult education in the U.S. which may have direct applicability to improving program practices in various parts of the world. The programs described are: The Appalachian Adult Education Center (Morehead State University, Kentucky); The Georgia Expanded Food and Nutrition Project (Georgia Cooperative Extension Service, Athens); The Dr. Martin Luther King, Jr. Adult Education Center (Kankakee, Illinois); Top of Alabama Regional Adult Secondary Education Project (Huntsville, Alabama); Regional Occupation Centers and Programs (Los Angeles Unified School District); Minnesota Literacy Council, Inc. (St. Paul, Minnesota); and Parents and the Developing Child (Utah State Board of Education). Information such as the program's setting, organization and administration, program description, educational strategy and activities, and future activities and projections is discussed in detail for each program.

- 442 LAST GAMBLE ON EDUCATION: DYNAMICS OF ADULT EDUCATION. Mezirow, Jack; And Others. Columbia University, New York, NY. Center for Adult Education. 1975. 178 p. (ED 112 119), EDRS price, MF \$.76, HC \$9.51.

The book, the result of a two-year research project on urban adult basic education (ABE) develops comprehensive and analytical descriptions of significant aspects in the ABE program operation and classroom interaction, and the perspectives of those involved. The study was conducted in large city public schools throughout the country, and the information gathered is presented in chapter form, following an introduction stating methodology and rationale: ABE--The Only Game in Town points out divergent objectives and funding on local, State, and Federal levels; Classroom Dynamics describes student diversity, enrollment, conduct, failure syndrome, testing, teaching approaches, and discipline; The Students deals with motivational reasons for enrolling in terms of race, sex, and age; Teachers and Counselors supplies background and salary information, and perceptions of students and curriculum; Paraprofessionals supplies background and funding information, and defines job duties and recruitment--selection process; Directors explores background and perspectives on students, teachers, the program, funding, salary, and status; Hustling the Community discusses variables in achieving funding and facilities; Improving the Odds analyzes program improvements in terms of the students involved.

- 443 LITERACY AND CITIZENSHIP--THE EXPERIMENT OF CARREFOUR ("CROSSROADS") POINTE ST. CHARLES COMMUNITY EDUCATION. Wagner, Serge. In Literacy Discussion, Vol. 5, No. 4. Winter 1974. pp. 559-572.

Identifying the real needs of the disadvantaged is one of the major problems facing program developers. The article describes the rethinking and radical changes that were needed to make a program for the disadvantaged in Montreal more effective.

See Also: 4750 Disadvantaged Groups - Minority

- 444 LONGITUDINAL EVALUATION OF THE ADULT BASIC EDUCATION PROGRAM. Griffith, William S.; Kent, William P. Paper presented at the Adult Education Conference (Chicago, IL, April 18, 1974). 14 p. (ED 092 723), EDRS price, MF \$.76, HC \$1.58.

To assess efforts in Adult Basic Education (ABE) on a nationwide basis, a longitudinal evaluation was conducted in 1971 of State programs funded under the Adult Education Act of 1966. Data were gathered across a variety of ABE programs and a representative sample of 2,318 program participants was studied over an 18-month period through a series of basic skills tests (arithmetic and reading) and participant interviews covering background, educational goals, employment experiences, earning, and opinions related to ABE experiences. Information also was collected on program and classroom characteristics through interviews with local ABE administrators and instructors. Gains in test scores showed no statistically significant relationships to program participation between tests. Some findings noted over the 18-month period were an increase in the percentage of participants working, wage increases, a decrease in public assistance, and a decrease in the percentage of students with college

aspirations. Interviewees had very positive opinions about their ABE experiences; a majority felt their experience had helped them in their jobs. A limitation of the study was the absence of a control group. Further research needs to be directed toward experimental research rather than survey research.

See Also: 0950 ADULT EDUCATION RESEARCH

- 445 MISSOURI SURVEY OF ADULT BASIC EDUCATION TEACHERS BY SPECIFIED PROGRAM SETTINGS. Peebles, James D. Missouri University, Kansas City, MO. Center for Resource Development in Adult Education. July 1974. 103 p. (ED 099 528), EDRS price, MF \$.76, HC \$5.70.

Determination of problems and needs in Adult Basic Education programs, as perceived by teachers, and provision of a model for examining ABE needs on a statewide or regional level were the major goals of the study. Information was gathered from teachers by questionnaire; comparable data on programs in other States was obtained from a national study. Program problems and needs were explored with reference to eight types of locational settings. The study's five dimensions were: (1) demography, (2) paraprofessional aides, (3) ABE students, (4) professional preparation of teachers, and (5) the ABE program. The results of the study are based on a teacher survey return from 65 percent of all ABE teachers in Missouri (336 individuals), representing 70 of 73 ABE program sites in the State. The data are analyzed by dimension, giving a profile of ABE for each of the program settings as perceived by teachers within the setting. A summary of the findings, and the conclusions and implications drawn from them, are presented with reference to the study's dimensions. A broad conclusion of the study is that differences did exist between program settings for many of the variables; there were also numerous variables where teacher responses across program settings were consistently similar.

See Also: 1510 Assessing Educational Needs
5240 ABE - Teachers, Administrators, trainings of

- 446 THE NALA STUDY. Stauffer, John. Condensed report prepared for the Biennial Conference of the National Affiliation for Literacy Advance (NALA), April 19-22, 1972, Fayetteville, Arkansas. Available from Laubach Literacy, Inc., Box 131, Syracuse, NY 13210. Apr 1972. 19 p.

A study was made of 509 tutors and their students from 96 individual literacy groups in 29 states, the District of Columbia, and Nova Scotia, Canada; each tutor was sent a Tutor Questionnaire, Student Interview, Student Record, and equivalent forms A and B of the Adult Basic Learning Examination (ABLE), Level I. Each participating tutor-student pair returned the completed questionnaire, interview, and ABLE form A. The reading test in ABLE, form B, was to be administered after 50 hours of teaching or by June 1, 1971. The largest portion of tutors were housewives, with no children living at home; average age was 51; most were college graduates and members of a Christian church; the vast majority had held full-time (professional or technical) jobs. Students were about evenly divided by sex; average age was 36; 45% were white, 25% Mexican-American, 24% black, and 6% oriental; about 70% were U.S. citizens. Students had completed grade five or six. Overall, students made significant reading improvement but Mexican-Americans and orientals had the greatest positive reading change (and dropout rate). Blacks were the lowest group in terms of educational attainment and also experienced the smallest positive reading change. (Statistical data included.)

- 447 NEW YORK INDUSTRIAL EDUCATION CENTER ADULT BASIC EDUCATION MANPOWER TRAINING PROGRAM; FINAL REPORT: 1969-1971. United States R and D Corp., New York, NY. New York Board of Trade, NY. 1971. 61 p. (ED 101 137), EDRS price, MF \$.76, HC \$3.32.

The New York Industrial Education Centers combined the application of basic literacy, basic mathematics, and human development skills with exhaustive job development and placement efforts to secure jobs and upward mobility for persons 17-65 classified as disadvantaged. Training was conducted in 10-week cycles, with 100 trainees at each of two training centers for the two-year period of the grant. The Human Resources Development component was job readiness training conducted by group leaders in informal seminar sessions where trainees were encouraged to identify their skills and resources and to air and explore their attitudes toward work, supervisors, coworkers, family, and society at large. Of 660 previously unemployed graduates with whom contact could be made in the 30 and 90 day followup, 505 were employed. Of previously employed graduates reached, 50 percent had moved to better jobs, been promoted, or received salary increases. The retention rate of program graduates was higher than among regular gate hires. An independent evaluation concluded that the program successfully demonstrated its achievement of educational and employment objectives. A cost-effectiveness system evaluated the effect of training on earnings and the relationship between public investment and the return on investment through increased taxes and reduced welfare.

See Also: 6575 New careers, aides, paraprofessionals.

- 448 PARENT LEADERSHIP TRAINING PROJECT, OCTOBER 1, 1970-SEPTEMBER 30, 1972. INDEPENDENT EVALUATOR'S REPORT. Arter, Rhetta M. Research and Action, Inc., New York, NY. 1972. 106 p. MF \$.76, HC \$5.70.

The Parent Leadership Training Project (PLTP) through Adult Basic Education was established as a two-year demonstration project designed to increase the reading skills of adults (16 and over) through a language-experience approach, using topics selected by the participants. The independent project evaluation covers the entire operational period (Oct. 1, 1970-Sept. 30, 1972) and discusses participant characteristics, total program, program accomplishments, and the three Satellite Centers. The section discussing PLTP participant characteristics consists of 17 charts. The next section looks at the accomplishments of the 609 participants in terms of their academic growth and reading achievements in light of the first and second year program objectives. In the final section, the three Satellite Centers in the Bronx, Brooklyn, and Manhattan (Harlem Center) are closely evaluated through detailed program descriptions of such program features as: reading growth, progress lines, language experiences, and participant characteristics. Each center's program was geared to the type of participant in the area. An important factor noted in each center was the significant growth in the participants' reading ability achievements.

See Also: 7020 FAMILY, PARENT EDUCATION

- 449 PARTICIPATION IN TEXAS PROGRAMS OF ADULT BASIC EDUCATION: AN IDENTIFICATION AND ANALYSIS OF FACTORS RELATED TO RATES OF ENROLLMENT, ATTENDANCE AND COMPLETION IN ADULT BASIC EDUCATION. Richardson, Chad; Nyer, Loren M. Texas State Department of Community Affairs, Austin, TX. Division of Education, Information and Training. Oct 1974. 116 p. (ED 099 662), EDRS price, MF \$.76, HC \$5.70.

By 1971, Texas had attained the largest enrollment of adults in adult basic education (ABE) of all States. This report provides a descriptive profile of ABE teachers and students and analyzes factors determining student enrollment attendance, and program completion. An exploratory search, the study assesses the relationship of situational, dispositional, and program factors to participation stages of enrollment, attendance, and separation. Situational factors were those variables existing in the life situation of adults that hindered or encouraged participation, while dispositional variables were those existing in the minds of adults. Program factors referred to ABE program aspects which reduced or encouraged participation. Research populations tapped were: a sample of ABE participants compared with a similar sample of eligible, non-enrolled adults; Stage attendance information of adults currently participating in ABE programs; interviews with adults separated from the program during the preceding three years. It was found that the enrollment rate of Mexican Americans and Blacks was greater than their expected proportionate enrollment, but attendance and program completion were lower than for Anglos. Minority adults seem to experience more obstacles than Anglos in ABE participation. Inducement items significantly related to completion were those indicating satisfaction with one's progress or perceived achievement in ABE.

See Also: 1650 Selection, Prediction of Success

- 450 PROBLEMS OF DISSEMINATION AND USE OF INNOVATIONS IN ADULT BASIC EDUCATION; VOLUME II OF PLANNING FOR INNOVATION IN ADULT BASIC EDUCATION. Darkenwald, Gordon G.; And Others. Columbia University, New York, NY. Center for Adult Education. 1974. 247 p. (ED 101 187), EDRS price, MF \$.76, HC \$12.05.

The study focuses on the Special Projects Program authorized under section 309(b) of the Adult Education Act of 1966 and analyzes the 309(b) program to determine why dissemination of results to local adult basic education (ABE) programs has been less effective than desired. The document contains: (1) an examination of the policies and activities of the U.S. Office of Education's (USOE) Division of Adult Education Programs (DAEP); (2) an analysis of the effectiveness of the 309(b) system based on field studies of seven projects and survey findings; (3) an examination and multiple regression analysis of the organizational characteristics of local ABE programs as users of innovations; and (4) a summary of major findings and policy implications. Concluding the document, recommendations emphasize that a major objective of the 309(b) program is to improve existing State grant ABE programs, and that to achieve this objective, local ABE programs must become more aware of 309(b) outcomes and utilize them. An epilogue offers an overview of Project IDEA (Innovation Dissemination for the Education of Adults), launched in 1973 as the first steps toward a national dissemination system. Appended are: a local program questionnaire, USOE DAEP staff questionnaire, State ABE director questionnaire, and the construction of indices of innovativeness, 309(b) adoption, program security, and professionalism.

See Also: 0030 STUDIES AND PLANNING -- STATE AND REGIONAL LEVEL

451 PROGRAM ANALYSIS AND EVALUATION: AN ALTERNATIVE APPROACH. Mezirow, Jack. In Literacy Discussion, Vol. 5, No. 3. Fall 1974. pp. 507-518.

452 PROJECT BEAM: FINAL EVALUATION REPORT (BASIC EDUCATION ACTION MOTIVATION). Des Moines Public Schools, Iowa. Department of Adult Education; S and W Consultants, Inc., Nevada, IA. 1971. 89 p. (ED 101 106), EDRS price, MF \$.76, HC \$4.43.

Project BEAM, a special experimental demonstration project funded by the Adult Education Act, attempted to motivate under-educated adult Iowans to learn to read, to make the project known, and to make available for nationwide distribution the television and radio materials developed for the project. The two-phase project was conducted from September 4, 1971 to December 31, 1972. The first phase concentrated on recruitment, relying heavily on public service time available on radio and television for announcements to broadcast a toll-free phone number for further class schedule information for the area. Fewer than 80 calls resulted. Coordination of activities proved complex, and the statewide recruitment effort exceeded available funding. The second phase restricted the number of announcements and the geographic area reached. The announcements gave general location, cost, sponsor, title of class, and the phone number. This procedure was more successful. An evaluation in the form of intake and exit interviews was conducted providing data on students' sex, marital status, level of education completed, race, and enrollment influences, but it did not adequately measure and evaluate project objectives. Using radio and television as recruitment and teaching devices proved ineffective. (Appended are raw data and announcement scripts.)

See Also: 4300 EVALUATION
4625 Young Adults

453 PROJECT TOTAL--TO TEACH ALL. AN INQUIRY INTO THE DEVELOPMENT OF A MODEL FOR IDENTIFYING UNMET NEEDS IN URBAN POST SECONDARY EDUCATIONAL OFFERINGS. Coyle, H. F., Jr.; And Others. Akron University, OH. Center for Urban Studies. Dec 1973. 130 p. (ED 092 779), EDRS price, MF \$.76, HC \$6.97.

Using the Akron (Ohio) Metropolitan Area as the study area, the exploratory research project TOTAL (TO Teach All) is aimed at developing a generalizable model for analyzing urban adult educational needs, with disadvantaged adults receiving special attention. A primary purpose of the project TOTAL study is the collection of data for use in planning and coordinating post secondary programs serving the needs of the urban disadvantaged. Focusing on young people and adults beyond high school, data collected during the 1973 winter-spring session was analyzed using course type (vocational-technical, personal development, and basic education) as the primary independent variable. It was found that the disadvantaged participated less than nondisadvantaged in adult education courses and generally utilized job related programs. An exploratory model consisting of a set of inquiries and recommended data sources is proposed for investigating adult education programs and strengthening post secondary programming. A 51-page appendix offers tables and questionnaires.

See Also: 2240 Urban Environments

- 454 RESEARCH TOWARD THE DESIGN, DEVELOPMENT AND EVALUATION OF A JOB-FUNCTIONAL LITERACY TRAINING PROGRAM FOR THE UNITED STATES ARMY. Sticht, Thomas G. In Literacy Discussion, Vol. 4, No. 3. Sep 1973. pp. 339-369.

Part I of the paper describes three methods for estimating reading demands of jobs. Part II describes Project FIIT with the objective of developing a program to achieve minimal job reading requirements.

See Also: 8000 Armed Forces

- 455 RIGHT-TO-READ FOR ADULTS. Adams, Kathlyn C. Monroe County Library System, Rochester, NY. Mar 1974. 38 p. (ED 098 393), EDRS price, MF \$.76, HC \$1.95.

Designed by the Monroe County Library System as a cooperative venture with Model Cities and the Adult Basic Education Department of the City School District of Rochester, New York, the project explored the feasibility of using socially oriented programs and area canvass by library aides to uncover communication needs and recruit enrollees for an area adult basic education program. Monroe County, New York, was estimated to have 20,000+ functionally illiterate adults from divergent backgrounds. The report covers: recruitment and training of the library aides, development of the advisory task force, types of programs sponsored, evaluation methods, and a discussion of the difficulties inherent and experienced in a multi-agency venture. Although funding by the Adult Basic Education unit became unavailable in the early stages, similar objectives of encouraging adult basic education participation in general and providing aid to such programs with library materials and support were devised. It was found that cooperative funding efforts require careful consideration, skillful coordination, and a maintenance of effort to insure maximum functioning. The most important development of the project was the continuing interaction between the library and the involved agencies. Three-fourths of the document consists of appendixes of locally used promotional material.

- 456 SOUL CITY EXPANDED--AN EXPERIMENTAL DEMONSTRATION PROJECT FOR ADULT INVOLVEMENT. FINAL REPORT. Beasley, Mary Catherine. Alabama University, Tuscaloosa. Continuing Education in Home Economics. Oct 1972. 100 p. (ED 087 885), EDRS price, MF \$.76, HC \$4.43.

The University of Alabama successfully used the improvement of homemaking skills among disadvantaged families in an inner-city poverty pocket as a focus for a multidisciplinary approach to a three-year basic education (ABE) program when traditional ABE programs were rejected. The stated program goals were: (1) use the interest in improving homemaking skills to stimulate more responsible citizenship and to encourage individual participation in adult basic education programs; (2) develop models for the aggressive method of achieving individual involvement to motivate program participants toward responsible social and vocational goals; (3) reinforce community members in their daily lives; (4) help them be aware of the sources of help; (5) reach the inner-city's most underprivileged adults; (6) enable the residents to vocalize their need for adult education; and (7) aid the homemakers in seeking new avenues of involvement with outside resources in the solution of their problems. Progress was made by dealing with the residents of Soul City on an individual basis using the city's Living-Learning Center as the focus for making the

services of Federal, State, and local government agencies available together with those provided by the University and community volunteers. Various individual and group strategies were employed in increasing ABE impact.

- 457 STATISTICS SUPPORTING THE NEED FOR PUBLIC SCHOOL ADULT EDUCATION IN THE UNITED STATES WITH EMPHASIS ON THE SOUTHWEST REGION. Dutton, Donnie. Arkansas University, Fayetteville, AR; Texas University, Austin, TX. Apr 1975. 216 p. (ED 112 151), EDRS price, MF \$.76, HC \$10.78.

Presenting demographic information on educational achievement in the Southwest region, and, by comparison, the entire United States, the document serves as a resource instrument for those planning educational programs to alleviate adult illiteracy. Information is based upon the 1970 Census and is divided into six chapters which deal individually with data pertaining to the States of Arkansas, Louisiana, New Mexico, Oklahoma, Texas, and the United States. Each chapter provides data regarding the educational level of adults 25 years of age and over in summary, by race, within each race, by Spanish language or surname, within each county, by county, and eligibility for Public School Adult Education. Educational attainment by race, and within each race, using 1960 Census data, is also included, as well as the educational level of those 16 years of age and older who are not enrolled in school. Data are given in table form, without verbal commentary.

- 458 STUDENT TAUGHT ADULT BASIC LITERACY EFFORTS. Berea College, Kentucky. Sep 30, 1972. 142 p. (ED 068 796), EDRS price, MF \$.76, HC \$6.97.

Student Taught Adult Basic Literacy Efforts (STABLE) is a program which uses college students to teach adults in rural Appalachia who have little or no educational skills. Thirty Berea College students who were given initial and inservice training in community relations and in methods and materials for teaching adults worked in 21 community locations. Emphasis was placed on recruitment of adult students and on the development of person-to-person relationships between teachers and students. Teaching was done in small groups, individual tutoring in homes, and using educational television, and was planned to be responsive to the needs of the participants. From August 1971 to August 1972 over 300 persons participated. Significant progress was made in subjects most often studied; during the Spring term 60% of those studying mathematics advanced a year or more. Thirteen participants passed the GED test; 5 participants have been accepted by colleges and 4 are currently enrolled. The results show that functional illiterates and educational dropouts can be interested in education, that progress can be made by taking educational programs to the people, and that mature college students can be effective teachers.

- 459 SURVIVAL LITERACY STUDY. Harris (Louis) and Associates, Inc., New York, NY. Sep 1970. 38 p. (ED 068 813), EDRS price, MF \$.76, HC not available from EDRS.

This study by Louis Harris and Associates was designed to determine the percentage of Americans lacking the functional or practical reading skills necessary to survive in this country. A test on reading and filling out application forms indicated that from 4.3 million to 18.5 million Americans

are functionally illiterate. The average range of functional illiteracy for rural dwellers was 4-16%; the percentage of city residents with functional illiteracy was 4-13%. Fewer persons residing in small towns and cities had difficulty reading forms and suburban residents filled out the forms most easily. The South had the highest range of functional illiteracy (4-15%), and people in the West tended to have fewer reading deficiencies than those in other areas. Practical literacy appears to decrease in direct proportion to income in the United States. The age group from 16 to 24 proved the most literate and the oldest (50 and over) were the most deficient in reading ability. Women had fewer deficiencies than men. The literacy range of immigrants to the United States was 7-16% compared to a range of 3-13% for the native-born. Reading ability increased in direct proportion to years of education.

See Also: 0350 STUDIES AND PLANNING -- NATIONAL LEVEL

- 460 THE TEACHING OF READING IN ABE (ADULT BASIC EDUCATION): Survey Report 1973. Nebraska University, Lincoln, NE. Department of Adult and Continuing Education. 1973. 65 p. (ED 094 185), EDRS price, MF \$.76, HC \$3.32.

The teaching of reading is an important aspect of the total Adult Basic Education (ABE) program. The basic problem was: How is the teaching of reading in Nebraska being carried out? In trying to answer this question the document lays the groundwork by opening with a review of related literature and then discusses in detail the type of data collection used in the survey. Two variables remained constant: the size of the ABE programs and the students enrolled (one group mainly English speaking and a second group who used English as a second language). The data gathered is presented in 28 tables and discussed together with the general findings on reading material used, techniques and methods, medium and equipment, measurement and evaluation of reading progress, comprehension, and retention. The author concludes that previous 1970-71 findings have been replicated, that a clearinghouse on information is needed, and that there is congruency in procedures and materials used in regard to the size and population of the program. Included are three appendixes (a research questionnaire, a bibliography, and a selected source list).

- 461 TEACHING READING AND COMPREHENSION SKILLS TO SUB-LITERATE ADULTS. Kent, M. R.; Dockrill, F. J. 18 p. (ED 068 765), EDRS price, MF \$.76, HC \$1.58.

Forty sub-literate adults were given reading and comprehension skill training. Twenty of the subjects were taught using a multimedia, multimodal and multi-level communication skill system (experimental group). The other twenty were taught in a traditional manner using standard reading texts (control group). Both groups received an average of 265 hours of instruction. The experimental group showed a significantly greater gain in reading and comprehension skills than the control group.

- 462 TRAINING PROJECT TO ASSIST IN THE DEVELOPMENT OF A MORE POSITIVE LEADERSHIP ROLE FOR TRIBAL EDUCATION COMMITTEES IN THE DEVELOPMENT AND ADMINISTRATION OF RESERVATION ADULT BASIC EDUCATION PROGRAMS: FINAL REPORT. Idaho State University, Pocatello, ID. June 1973. 99 p. (ED 101 107), EDRS price, MF \$.76, HC \$4.43.

The project was aimed at providing training and consultation to Tribal Education members and reservation adult education personnel so that reservation adult education (AE) programs could be more responsive to local needs. Primary project objectives were established to promote active involvement of the Tribal Education Committee, Tribal Council and Indian people in setting up responsive AE program objectives in the six participating reservations in Washington, Oregon, Montana, Idaho, and Wyoming. Participant selection procedures are outlined, the roles of project personnel described, and the project management and activity schedule (July 6, 1972-June 2, 1973) are briefly reviewed. A summary and analysis of progress in fulfilling objectives for their individual AE programs is presented from each of the six participating reservations. Both internal and external evaluations of the project concluded that progress was made toward achieving the objectives: interpreting basic educational needs, developing a leadership that was more assertive and aware of services available to them, opening communications between tribal leaders, revitalizing tribal education committees, and finally, establishing confidence in adult education among Indian education leaders. The appendix offers a list of participating agencies, the selection model, evaluation forms, the activities plan, summaries of objectives, and a list of project personnel.

See Also: 4850 American Indians

- 463 VOLUNTEER ADULT BASIC READING TUTORIAL PROGRAM: FINAL SPECIAL DEMONSTRATION PROJECT REPORT. Literacy Volunteers, Inc., Syracuse, NY. Mar 31, 1974. 82 p. (ED 105 276), EDRS price, MF \$.76, HC \$4.43.

A demonstration project established eight self-supporting, volunteer-staffed adult basic reading tutorial programs in Connecticut, seven in Massachusetts, and one in central New York City. Literacy Volunteers of America (LVA) tutors also helped adult basic education students, tutored inmates and trained inmate tutors in correctional institutions, and trained college students as tutors. Libraries and business and industrial firms also became involved in LVA programs; materials developed in the course of the project were two guides and a diagnostic reading test. An 18-hour LVA Tutor Training workshop was refined and improved. A portion of the report describes the background, organization and purpose of LVA, touching on various services and techniques. Next, a section describes the demonstration project in each of the three years in each location. The summary discusses informally the subjects of voluntarism and community development and then focuses on program objectives (setting up a pilot project for possible replication, supplementing State ABE programs, and surviving beyond the Office of Education funding period); major problems encountered during the project; and the results of an independent evaluation, presented as a separate 30-page section covering structure, fiscal procedures, relation to other programs, strengths and weaknesses, and materials. An evaluation worksheet is appended.

See Also: 2735 Coaching, Individual Instruction, Tutoring

- 464 THE EXPERIMENT AT BUTTE: A PROJECT DESIGNED TO INTRODUCE REFLECTIVE MATERIALS TO ABE STUDENTS. FINAL REPORT. Pyfer, Julene Newland. Butte Vocational-Technical Center, Montana. June 30, 1972. 333 p. (ED 101 148), EDRS price, MF \$.76, HC \$17.13.

The Experiment at Butte was a demonstration project designed to determine the effectiveness of the Joseph Tussman education model in an Adult Basic Education (ABE) program. Its major purpose was to combine in lessons the teaching of reflective skills with the teaching of ordinary ABE skills. To implement the Tussman model, three experimental groups and three control groups of teachers were formed. Problems were encountered with the development of reflective materials and several inservice meetings were conducted to help teachers prepare reflective materials. Results indicated that: (1) the Tussman model could be implemented in and adjusted to an ABE program; (2) ABE students could deal with reflective materials adapted to suit their education levels and interests; and (3) the fact the four types of ABE students were identified in the study suggested a need for the development of alternative routes to ABE. Recommendations are made based on experience gained during the experiment, particularly a recommendation for a four-track program geared to the needs of: slow learners, skill oriented students, combined reflective and skill-oriented students, and non-skill students. Educational materials and student evaluations are appended.

- 465 JOB-RELATED ADULT BASIC EDUCATION. VOLUME I. SUMMARY AND RECOMMENDATIONS. VOLUME II. APPROACH AND DETAILED FINDINGS. System Development Corp., Falls Church, VA. Feb 1971. 171 p. (ED 047 235), EDRS price, MF \$.76, HC \$8.24.

The aims of this project have been to collect and analyze information on existing Adult Basic Education (ABE) programs, to identify types of programs which are successful in job-related settings, and to recommend promising new models for job-related ABE. Eighty programs were selected as possible for the study. When it was found impossible to classify the programs since they exhibited too many different features, it was decided to study program features; 15 sites were chosen to be visited (Eastman Kodak Company, Los Angeles City Schools, NARTRANS, etc.). After analysis and interpretation of data collected during field visits and from document review, a set of proposed guidelines for job-related ABE programs was developed, as well as an illustrative model program, providing a concrete application of the guidelines. The study revealed a significant need for job-related adult education, which is not now being met. Few programs provide vigorous outreach, placement in a job or a skill training program, and post-instructional student followup. Program features were found here and there which could be combined into an effective job-related ABE program. Funds now exist which could be allocated to support these programs.

See Also: 6575 New careers, aides, paraprofessionals

- 466 NEW PRODUCTS IN EDUCATION. PREP-29. National Center for Educational Communication (DHEW/OE), Washington, DC. Division of Practice Improvement. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (\$6.00 a year; Foreign, \$1.50 additional. Single copy:

\$.55). 1972. 37 p.

New educational products, broadly defined as validated output from education R&D programs designed for practical application, are listed. Some of the products are directed toward educational problems of critical importance; others address themselves to instructional or administrative topics of lower current priority. The products, nominated by their developers and reviewed by a panel of educators, have been satisfactorily field tested, and are available for widespread implementation. The products are: Adult Basic Education: ESL-Empleen Ingles; Comprehensive School Mathematics; Cooperative Urban Teacher Education; Effective Questioning--Elementary Level; First Year Communications Skills Program; Home-Oriented Early Childhood Education; Individualizing Instruction in Mathematics; MATCH (Materials and Activities for Teachers and Children) Box; Multi-Unit Elementary School; Parent/Child Toy Lending Library; Patterns in Arithmetic; Reinforced Readiness Requisites Program; and the Teaching of Science--A Self-Directed Teacher Education Program. Descriptions of each product are given, together with the developers' names and addresses. In addition, a list of some of the schools where the products are being used and the names of people with knowledge of their applications is provided. Exhibits on 10 of the products are available.

See Also: 2735 Coaching. Individual Instruction, Tutoring

- 467 A RESEARCH AND DEVELOPMENT PROJECT TO DESIGN A SYSTEM AND SUPPORTING MATERIALS, TO PROVIDE AN ADULT PERFORMANCE LEVEL (APL) IN FOUR MAJOR SUB-AREAS FOR ADULT BASIC EDUCATION. Texas Education Agency, Austin. Division of Adult and Continuing Education; Texas University, Austin, TX. Division of Extension. A preliminary report prepared for the Adult Performance Level State Directors Advisory Conference (November 2-3, 1972). 76 p. (ED 101 099), EDRS price, MF \$.76, HC \$4.43.

In accordance with the national aims for adult literacy programs, an Adult Performance Level (APL) project was devised whose primary goal was to produce sequential tests of APL objectives derived from the requirements of adult living in four major areas: reading, writing, computation, and general knowledge. To document these abilities and skills that minimally performing adults must have and to identify characteristics distinguishing the successful from the non-successful functioning adult, field interviews were conducted with 49 individuals in 25 State and Federal agencies and foundations whose work related to minimally performing adults. A nationwide field test was conducted which, together with the earlier interviews and a literature search, enabled project personnel to identify nine general areas in which minimally performing adults must be able to function. Objectives and tasks were assigned to each of the nine areas. The general knowledge areas are: occupational knowledge, consumer economics, health, community resources, government and law, and transportation. Basic skill areas are: communication skills, problem solving techniques, and interpersonal dynamics. (A 10-page bibliography is included.)

- 468 A SELF-INSTRUCTIONAL TRAINING PACKAGE FOR ADULT BASIC EDUCATION TEACHERS. Peters, John M. In Literacy Discussion, Vol. 4, No. 3. Sep 1973. pp. 173-190.

The author suggests that this particular group of teachers take advantage of individualized learning methods already utilized by many professional groups. In studying the feasibility of this approach, the author concludes that it offers promise. Most of the article is devoted to discussion of his study design.

See Also: 2735 Coaching, Individual Instruction, Tutoring

- 469 VAST (VOCATIONAL ADULT SECONDARY TRAINING) DEVELOPMENT PROJECT. PHASE I, FINAL REPORT. Department of Manpower and Immigration, Ottawa (Ontario); British Columbia Department of Education, Victoria. 1973. 1,255 p. (ED 105 111), EDRS price, MF \$2.18, HC \$64.12.

This final four-part report describes and evaluates the Vocational Adult Secondary Training Project (VAST) whose goals were to revise and develop: adult basic education curriculum in the areas of mathematics, communications, and science; individualized instruction with clearly defined objectives; a methodology for pre-testing and selection of programs suited to the needs of students; the integration of life skills training in the oral communication program; and practice in group projects. Part A describes the program in which a comparison was run between two demonstration classes (implementing the revised curriculum) and regular classes. From pre-testing and the final evaluation, based upon a Test of Adult Basic Education (TABE), it was found that the demonstration classes progressed in less time than the regular classes. Enumerated conclusions and recommendations focus on the mechanics of the program. The student and instructor manuals, student opinion and learning resource surveys, sample units in mathematics, science and communications, a list of required commercial learning resources and statistical data are appended. Parts B, C, and D offer respectively the mathematics, communications, and science curriculum guides in which are found individual lessons complete with objectives, procedures, suggested resources and pre-testing and testing forms.

See Also: 2735 Coaching, Individual Instruction, Tutoring

- 470 THE WISCONSIN TEST OF ADULT BASIC EDUCATION (WITABE). Pandey, Tej N.; Cleary, T. Anne. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972). 12 p. (ED 064 352), EDRS price, MF \$.76, HC \$1.58.

A description is given of the "The Wisconsin Test of Adult Basic Education (WITABE)" which was developed specifically to measure the achievement of the individuals enrolled in the Rural Family Development (RFD) Program at the University Extension, University of Wisconsin. The test is divided into three main parts or subtests: subtests 1 and 2 deal with basic reading and computational skills, respectively, and subtest 3 deals with the coping skills. Tables present means and variances of the subtests for grades 7, 8, and 9; correlations of subtests with the criterion; Hoyt reliability coefficients and testing time for the subtests.

5240 ABE - Teachers, Administrators, trainings of

- 471 ABE REGIONAL WORKSHOPS IN TENNESSEE: AN ASSESSMENT OF THE ADULT BASIC EDUCATION WORKSHOPS IN TENNESSEE, 1973-74. Gunter, Jeannette; Dutton, Donnie. Memphis State University, TN. Aug 1974. 34 p. (ED 099 552), EDRS price, MF \$.76, HC \$1.95.

The study, an attempt to determine the overall effectiveness of the educational experiences provided at the Adult Basic Education regional workshops in Tennessee, used a questionnaire to gather demographic data and participant reaction to various facets of the workshops and an evaluation scale to obtain overall participant reaction to the short-term workshops. Arithmetical means and percentages employed were applied only to the more than 900 adult basic education personnel who attended any of the 10 workshops; no broader application to other population groups was made. Data were gathered pertaining to: profile of participants, physical facilities, objectives, program, overall rating, strengths, and weaknesses. Data are presented in lists of short phrases (e.g.: Strengths--good leadership, new ideas, etc.) for strengths and weaknesses; other factors were assigned numerical values. It was concluded that the 10 workshops were a success. Most of the dissatisfactions were based on matters related to scheduling, weather, or dissatisfaction with a particular consultant.

- 472 ADULT BASIC EDUCATION NATIONAL TEACHER TRAINING STUDY. PART I: REVIEW OF LITERATURE. Spear, George E.; And Others. Missouri University, Kansas City, MO. June 1972. 147 p. (ED 065 787), EDRS price, MF \$.76, HC \$6.97.

This document is a compilation of 278 abstracts of documents related to teacher training in adult basic education and a 134-item unannotated bibliography of related documents. The literature review is to be used as a reference tool by adult educators at all levels, including classroom teachers, counselors, teacher trainers, and university faculty, program administrators, and researchers. This is the first in a series of four reports of a comprehensive national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators. The major objectives of the total study are to determine the best practices currently in use, kinds of personnel trained, relative cost factors, and expressed needs in the field, as well as recommending a 5-year plan as a management tool to guide the Office of Education in its future planning, thinking, and funding of adult basic education teacher training projects.

- 473 ADULT BASIC EDUCATION NATIONAL TEACHER TRAINING STUDY. PART II: STATE OF THE ART. Missouri University, Kansas City, MO. July 1972. 71 p. (ED 068 771), EDRS price, MF \$.76, HC \$3.32.

A national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators is described in this report. This report, the second of 4 documents, presents the current state of the art in adult basic education teacher training. This document contains results of

a survey of state directors of adult education; financial data about federally funded training efforts; survey of model teacher training programs; and a survey of federal agencies with adult basic education funds. Each section is followed by discussion and preliminary recommendations. The appendices contain the survey questionnaires.

- 474 ADULT BASIC EDUCATION NATIONAL TEACHER TRAINING STUDY. PART III: SURVEY OF NEEDS. Missouri University, Kansas City. Division for Continuing Education. Nov 1972. 130 p. (ED 075 702), EDRS price, MF \$.76, HC \$6.97.

This report is the third issuing from the feasibility study of multiple alternatives for the training of adult education teachers and administrators and reports the results of a survey of needs in adult basic education (ABE). Data were collected through on-site administration of survey instrument to 1,182 ABE/GED students, 123 teachers, and 22 local program administrators. Results include the following: (1) groups appear to disagree on the objectives of ABE/GED programs and on who should formulate objectives; (2) attending students appear to have more positive attitudes concerning ABE/GED programs than do teachers; (3) all groups tend to prefer traditional patterns of class organization and types of instructional materials; (4) students prefer to be grouped by interest, whereas teachers and administrators believe in grouping by achievement level; (5) more Orientals, Puerto Ricans and "other Latins" chose literacy education as what they wanted to get out of ABE/GED, while more Caucasians chose "pass GED"; (6) females chose GED training as their goal more frequently than did males; (7) teachers think specially trained full-time ABE/GED teachers are most successful with these students; administrators think elementary teachers are; and (8) almost half the administrators thought subject matter courses would be the most helpful additional training for teachers; only 12.2% of the teachers agreed.

- 475 ADULT BASIC EDUCATION TEACHER CERTIFICATION STUDY. Mocker, Donald W.; Zinn, Lorraine M. Missouri University, Kansas City. Center for Resource Development in Adult Education. Aug 1975. 72 p. (ED 112 106), EDRS price, MF \$.76, HC \$3.32.

A competency inventory was used to determine those Adult Basic Education (ABE) teacher competencies which should be used as a basis for determining ABE Teacher Certification Standards for the State of Colorado. The survey instrument consisted of 170 previously established and validated statements of teacher competency. A sample of 36 ABE teachers (primarily female, ages 25-65) with three or more years of ABE teaching experience and recent ABE training were asked to indicate, on a scale of zero to seven, the degree to which a teacher should be able to perform each competency. The results, presented in tabular form, show the mean scores used to rank the competencies and the following categories into which they were classified to provide another format for viewing the data: scope and goal of adult education, curriculum instructional process, and ABE learner. Those competencies ranked in the top quartile were found to be critical in providing criteria for certification. Most critical competencies were in the instructional process category. A method for clustering competencies was suggested for use in developing courses for certification. Appended are a copy of the inventory and a 14-page computer printout of raw data from the survey.

- 476 ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY. (IN TWO PARTS). Mocker, Donald W.; And Others. Missouri University, Kansas City. Center for Resource Development in Adult Education. Oct 1974. 33 p. (ED 105 289), EDRS price, MF \$.76, HC \$1.95.

The Adult Basic Education (ABE) teacher inventory is presented in two parts and is intended to determine: (1) the respondent's concept of desirable ABE teacher qualifications, and (2) the respondent's self-assessment of personal ABE teacher competencies. The introductory section requests demographic data related to the ABE program, the respondent's personal characteristics, professional responsibilities, status, and background. Both parts utilize 170 identical questionnaire items, but the point of view of the respondent is altered in each. The inventory focuses on competencies in the following areas: knowledge (ability to recall and recognize specifics and universals), behavior (demonstration of ability to perform), and attitude (ability to develop, receive, and respond to feelings, interests, and values).

- 477 ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY: IOWA. FINAL REPORT. Zinn, Lorraine M. Missouri University, Kansas City. Center for Resource Development in Adult Education. Dec 1974. 74 p. (ED 105 109), EDRS price, MF \$.76, HC \$3.32.

The report is based upon a survey of 37 teachers and 19 local program administrators randomly selected from a list of 370 Iowa Adult Basic Education (ABE) and High School Completion Instructors, conducted by the Center for Resource Development in Adult Education (CRD). The study, using an inventory based upon a national sample of ABE teachers by Donald Mocker, attempts to identify, classify, and rank the competencies, behaviors, and attitudes of Iowa ABE educators. The listing of the 291 "competencies" categorized into 12 groupings combining three levels (knowledge, behavior, and attitude) with four categories (adult education, curriculum, ABE learner, and instructional process), indicate what competencies ABE educators in Iowa felt were appropriate. The demographic data of the Iowa respondents (experience and education), the listings of the ranked competencies, and a comparison of the rankings of competency by teachers and administrators are presented and discussed in the succeeding sections. The report concludes that knowledge and behavior regarding the Iowa learner, curriculum, and instruction were ranked as major priorities by Iowa educators. Guidelines are suggested for three uses of the data: (1) hiring, (2) developing inservice programs, and (3) improving teacher preparation programs. The Adult Basic Education Teacher Competency Inventory is appended.

- 478 ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY: PUERTO RICO. FINAL REPORT. Zinn, Lorraine M. Missouri University, Kansas City. Center for Resource Development in Adult Education. Sep 1974. 106 p. (ED 105 110), EDRS price, MF \$.76, HC \$5.70.

With the increasing need to develop curriculum guidelines for Adult Basic Education (ABE) teacher training based upon teacher experiences, the Center for Resource Development in Adult Education (CRD) conducted a survey of a 10% sample of ABE educators in Puerto Rico to identify, classify, and rank the knowledges, behaviors, and attitudes appropriate for ABE teachers. Based upon

a national sample of ABE teachers, the inventory consists of a listing of 291 competencies, identified as appropriate for ABE teachers, categorized into 12 groupings combining three levels (knowledge, behavior, and attitude) with four categories (adult education, curriculum, ABE learner, and instructional process). The demographic data, the 291 competencies as ranked by the ABE teachers, and a comparison of the rankings made by teachers and administrators are documented. The brief analysis of the responses indicates a discrepancy between the perceptions of administrators and teachers over the role of an ABE teacher. The researcher recommended the utilization of the priority list established by the ABE teachers, frequent inservice programs, further teacher evaluation, improvement of teacher training programs, and better communication. The ABE Competency Inventories in both Spanish and English and the ranking of competencies by administrators are appended.

- 479 ANALYSIS AND INTERPRETATION OF ABE EXPERIENCE IN THE INNER CITY: TOWARD A THEORY OF PRACTICE IN THE PUBLIC SCHOOLS. SELECTED ACTION IMPLICATIONS FOR URBAN ABE DIRECTORS. Mezirow, Jack; And Others. Columbia University, New York, NY. Center for Adult Education. 1971. 40 p. (ED 075 693), EDRS price, MF \$.76, HC \$1.95.

Findings from a survey and comparison of urban Adult Basic Education (ABE) programs generated several statements of action implications for urban ABE directors: (1) differentiate major target populations for purposes of program development and reporting; (2) make two parallel efforts to recruit participants--one for easiest-to-reach, middle class-oriented, undereducated adults, the other for hardest-to-reach, poorest, and least educated; (3) recognize the distinctive qualities and functions of community outreach and feeder classes; allocate resources to maximize their effectiveness; (4) exploit advantages of co-sponsorship and develop effective strategies for initiating and sustaining co-sponsor linkages; (5) recognize major dynamics of the ABE classroom aside from aiding content mastery to improve teacher performance; (6) encourage preparation of short-term instructional units which provide feedback on learner progress toward their goals; (7) incorporate systematic analysis of qualitative factors in program development and evaluation; (8) recognize the interrelatedness of instructional roles and utilize paraprofessionals and counselors to optimize instructional effectiveness; (9) allocate more resources for staff development designed to deal with instruction and classroom interaction as it exists in reality; and (10) periodically review innovative program practices and systematically incorporate the most promising.

- 480 THE EFFECTS OF A TRAINING PACKAGE ON ESL TEACHERS IN ABE PROGRAMS. Kirchner, Shirley E. Master's Thesis, Colorado State University, Fort Collins, CO. Feb 27, 1975. 89 p. (ED 110 739), EDRS price, MF \$.76, HC \$4.43

Teachers and para-professionals working as instructors in adult English as a Second Language (ESL) programs need special training to increase their ESL skills and subject matter knowledge. A review of the literature on adult education traces the development of the concept from the eighteenth century to the present, examines the recent particular development of Adult Basic Education (ABE) and ESL within the adult education movement, and hypothesizes that ESL/ABE instructors can improve their self-confidence and competency by

participating in a teacher training instructional module. Such an instructional training package was presented to three groups (26 subjects) representing a wide range of ESL programs in Colorado and Wyoming. Research data indicated that an ESL training package given to three test groups improved their knowledge of selected ESL goals and objectives and of related ESL teacher competency information. The data lead to such conclusions as: training packages geared toward special needs of ESL teachers of adults can result in significantly increased knowledge gains; and the learning package structure is well received by teachers of varying knowledge levels who are teaching students of varied backgrounds. The learning package script (32 pages) and course outline are appended.

See Also: 5290 English 2nd Language

- 481 EFFECTS OF MICROTRAINING FOR ATTENDING BEHAVIORS IN ADULT TESTING. Taylor, Stephen S.; Jahns, Irwin R. 19 p. (ED 094 108), EDRS price, MF \$.76, HC \$1.58.

It has been the experience of most adult basic education teachers that their students are apprehensive about taking tests. The study evaluates the effects of training adult basic education teachers in behavioral attending skills. Two basic questions were investigated: (1) Would the training of instructors in the use of behavior attending skills lead to a corresponding decrease in test anxiety on the part of examinees? and (2) What was the degree of permanence of the subjects' learned behavioral skills? A one-hour micro-training session with an experimental and control group was used. It was found that the experimental group of teachers differed significantly from the control group in the behavioral skills of attending after training and that this difference was maintained two months later. It was also found that test anxiety was lower for examinees tested by the experimental group than those tested by the control group. The methodology of the study is presented in detail and the appendix includes pertinent statistical data, a bibliography, the behavioral training manual and the testing environment rating scale used in the study.

See Also: 3180 Videotape

- 482 A REPORT ON THE IDENTIFICATION, CLASSIFICATION, AND RANKING OF COMPETENCIES APPROPRIATE FOR ADULT BASIC EDUCATION TEACHERS. Mocker, Donald W. Missouri University, Kansas City, MO. School of Education. July 1974. 37 p. (ED 099 469), EDRS price, MF \$.76, HC \$1.95.

A summary of a research project, the publication is an initial attempt to provide the field of adult basic education (ABE) with a systematic, viable approach to the problem of competency identification for ABE teachers on a national basis. The list of ranked knowledges, behaviors, and attitudes appropriate for ABE teachers represents the most complete list of competencies in the field to date. The timely report has been written specifically for staff development personnel, State directors of adult education, professors of adult education, competency based program designers, and directors of local ABE programs. A list of 291 ranked competencies (established by 234 ABE teachers and administrators representing 33 States) indicates which competencies should receive high and lower order priority. Competencies have been classified by three groups: knowledge (ability to recall and recognize specifics and universals), behavior (demonstration of ability to perform), and attitude (ability

to develop, receive, and respond to feelings, interests, and values). Competencies, in addition, are categorized according to: scope and goal of adult education, curriculum, ABE learner, and instructional process. The appendix includes a background of the study and the Adult Basic Education Teacher Competence Inventory, from which the ranked competencies were developed.

- 483 THE SUMMER OF 72: AN ASSESSMENT OF THE ADULT BASIC EDUCATION INSTITUTES IN TENNESSEE, 1972. Brown, Edward B.; Dutton, Donnie. Memphis State University, Memphis, TN. Dec 1972. 55 p. (ED 070 949), EDRS price, MF \$.76, HC \$3.32.

Three 2-week Adult Basic Education (ABE) institutes were conducted in Tennessee during the summer of 1972. The three were an ABE guidance and counseling institute, an ABE materials and teaching institute, and an ABE reading institute. Each institute consisted of approximately 30 participants from the various regions of the State, and graduate credit was given for successfully completing each institute. The institutes served as teacher-training sessions, with the participants expected to conduct regional in-service workshops during 1972-1973 to disseminate information obtained in the institutes. Each of the institutes is discussed in some detail, with such facets as objectives, material covered, personnel used to facilitate learning, participants, and evaluation presented. The overall finding was that the three ABE institutes were successful. The appendix provides a copy of the evaluation form completed by the participants, as well as a copy of the Kropp-Verner Evaluation Scale.

See Also: 1900 Credit - Academic and CEU

- 484 URBAN ADULT BASIC EDUCATION SPECIAL TEACHER TRAINING INSTITUTE. FINAL REPORT. Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, DC; Pepperdine University, Los Angeles, CA. Center for Urban Affairs. June 15, 1972. 56 p. (ED 101 122), EDRS price, MF \$.76, HC \$3.32.

The report covers the activities, data, and data analysis of the Institute. The Institute was directed to 100 teachers and supervisors of Adult Basic Education (ABE) in Regions 8, 9, and 10 to acquaint them with the needs and problems of black urban adults. The two-week program was composed of two parts: (1) field trips, short lectures, and presentations to the group as a whole and (2) small group workshops. Since not all participants worked with urban blacks, general methods were presented which, it was hoped, could be used with other ethnic or cultural minorities. Various data were collected in pre- and post-tests, followup mail evaluation, and personal in-depth interviews with Institute participants to determine the validity of institute assumptions, aims, and goals. The data indicated it is possible, at least in the short run, to effect a positive change in the attitudes of ABE teachers towards their students. The value of presenting this kind of institute early in an ABE teacher's career was demonstrated, and it was recognized that a combination of cognitive and behavioral input is needed to orient ABE teachers toward teaching adults. Appendixes include the institute schedule and the evaluations and data.

- 485 DATA ON SELECTED STUDENTS IN ADULT BASIC EDUCATION PROGRAMS, 1971-72. INTERIM REPORT. Kent, William P. System Development Corp., Falls Church, VA. Sep 1972. 30 p. (ED 068 797), EDRS price, MF \$.76, HC \$1.95.

As first step in evaluation of basic education programs funded through Adult Education Act of 1966, analyses of interviews with students in first few months of 1972 are reported. 90 interviewing sites, located in 15 states representing all U. S. geographic areas were used. Program, class, and student test data are not reflected in this report. Students who were institutionalized, migrants, or over 44 years old were excluded. Results show motivation is primarily educational rather than job-related. Main interests are reading, numbers, with small interest in writing as separate learning subjects.

- 486 PARTICIPATION IN ADULT EDUCATION: FINAL REPORT, 1969. Oakes, Imogene E. National Center for Educational Statistics (DHEW/OE), Washington, DC. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock Number 1780-01374, \$2.95). 1974. 146 p. (ED 107 857), EDRS price, MF \$.76.

The Adult Education Survey, a supplement to the Bureau of the Census Current Population Survey for May 1969, which recorded course information for the 13,041,000 adults age 17 and over (10.0% of the adult population of the U. S.) who during the previous 12 months had participated in adult education, provided the data on which the report is based. The report presents and discusses 35 tables arranged in seven sections, progression from general to specific, which correlate socioeconomic data with adult education data. Section one describes the characteristics of the adult population of the nation. Section two reveals the extent of individual participation in adult education. Section three presents characteristics of participants as related to aspects of adult education. Section four compares adult education aspects with each other. Section five recombines critical information about participants and their adult education. Section six provides insights into specific concerns of adult educators. Section seven compares classifications assigned to activities by coders and those selected by participants. Six bar charts are included, as are five appendixes containing a glossary, selected references, sample selection and standard error information, demographic questions, and the adult education survey instruments.

See Also: 1300 ADULT EDUCATION PARTICIPATION

- 487 THE USE OF THE ADJECTIVE CHECK LIST TO DESCRIBE THE ADULT BASIC EDUCATION STUDENT. Wilson, Russel C. Feb 1974. 16 p. (ED 106 541), EDRS price, MF \$.76. HC \$1.58.

The study's purpose was to use the Adjective Check List (ACL), a self-administered personality assessment instrument, to determine whether there were response differences between a sample of Adult Basic Education (ABE) students and the general test norms. The ACL was administered to 142 students in ABE high school completion programs in Des Moines, Iowa, and in several surrounding

non-urban areas, validated, and scored according to test instructions. On the basis of univariate "t" and multivariate Hotelling's T-square analyses, it was concluded that there were significant differences between the adult sample's ACL score and the predicted norm on 14 of 24 test scales. The ACL provided a consistent personality attribute portrait of the sample. A comparison of the interpretations of each of the 14 significantly divergent normed means found none to be in psychological opposition. The ABE sample scores showed the students tended to be more anxious, worried, and critical of themselves and others; less self-confident; less adequately socialized; less satisfied with their current status, yet less certain about adventure and risk taking; more prone to action than to thinking; at times self-centered and insensitive to others; and less trusting while more calculating in interpersonal relationships.

5280 Literacy Training -- Foreign

- 488 AN EXAMINATION OF THREE PAULO FREIRE-INSPIRED PROGRAMS OF LITERACY EDUCATION IN LATIN AMERICA. Chain, Beverly L. In Literacy Discussion, Vol. 5, No. 3. Fall 1974. pp. 393-408.

See Also: 9400 Latin America

- 489 FUNCTIONAL LITERACY IN MALI: TRAINING FOR DEVELOPMENT. EDUCATIONAL STUDIES AND DOCUMENTS: NUMBER 10. Dumont, Bernard. United Nations Educational, Scientific, and Cultural Organization, Paris (France). Available from United Nations Education, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France (Order No. ISBN 92-3-101113-8, \$1.95). 1973. 71 p. (ED 094 242), EDRS price, MF \$.76.

With a view to making literacy an integral part of the economic and social development program of Mali, the study represents the third project of the Experimental World Literacy Program which began with functional literacy pilot projects in Tanzania and Iran. A critical report of the implementation of the pilot project in Mali, it contains a description of the events, in their actual sequence, and an assessment of what was achieved under the project and of the way in which the activities were planned and executed. An evaluation of the project was undertaken based on three surveys; before, during, and after the project, collecting data in four categories; (1) educational, (2) psychological, (3) socioeconomic, and, most importantly, (4) economic. Significant results of the project were: (1) the establishment of functional literacy centers, (2) the strengthening of Malian functional literacy services, (3) increased popular support of literacy training, (4) evidence that education can be geared to development, and (5) the renewal of cultural life through literacy activities. Of interest to development specialists, educators and Africanists, the report concludes that functional literacy teaching provides the Malian authorities with a practical method for training the illiterate in rural and urban areas, and so promoting the economic, social, and cultural development of the country.

See Also: 9700 Africa

- 490 ILLITERACY AS AN IMPEDIMENT TO PRODUCTION: AN EMPIRICAL INVESTIGATION. Outub, Ishaq Y.; And Others. Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFFC), Sirs-El-Layyan, Menoufia (Egypt). July 1972. 49 p. (ED 068 764), EDRS price, MF \$.76, HC \$1.95.

Report of a pioneer study comparing social and economic impact of illiteracy with that produced by literacy, and identifying trends and necessary modifications in current literacy program in order to increase its effectiveness in economic and social development is presented. Questionnaires were administered through personal interviews in both agricultural and industrial sectors. Results show that literacy can be considered among important variables in measuring change; there is need for educational materials and aids relevant to production in agriculture as well as in industry, and for modification of current literacy programs.

- 491 LITERACY 1969-1971. PROGRESS ACHIEVED IN LITERACY THROUGHOUT THE WORLD. United Nations Educational, Scientific, and Cultural Organization, Paris (France). Available from United Nations Educational, Scientific, and Cultural Organization, Place de Fontenoy, 75 Paris-7E, France (no price quoted). 1972. 128 p.

The progress of adult literacy in United Nations member states from 1969 to 1971 is the subject of this report. Based largely upon replies to a questionnaire sent to governmental and nongovernmental groups, the report describes trends in literacy development using selected programs as examples. Problems to be overcome if reduction of illiteracy is to be achieved are also discussed. Statistics and tables showing the range of literacy are given and United Nations and national policies in regard to literacy are dealt with. Appendices include lists of groups replying to the questionnaire, literacy statistics by country, and winners of the Mohammed Reza Pahlavi and Nadezhda K. Krupskaya Prizes.

- 492 A MODEL OF A COMPREHENSIVE PROGRAM OF ADULT EDUCATION IN THE THIRD WORLD: A CASE STUDY OF TANZANIA. London, Jack. In Literacy Discussion, Vol. 4, No. 3. Sep 1973. pp. 285-322.

The author describes a UNESCO program to achieve functional literacy which has been especially successful in Tanzania with the cooperation of that country's government. Instructional programs must be designed for the illiterate adult with an emphasis on oral communication.

See Also: 9700 Africa

- 493 POSSIBILITIES AND LIMITATIONS OF FUNCTIONAL LITERACY: THE IRANIAN EXPERIMENT. EDUCATIONAL STUDIES AND DOCUMENTS: NUMBER 9. Furter, Pierre. United Nations Education, Scientific, and Cultural Organization, Paris (France). Available from United Nations Education, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France (Order No. ISBN 92-3-101075-1, \$1.95). 1973. 63 p. (ED 094 243), EDRS price, MF \$.76.

The study is a description of the activities undertaken within the framework

of the work-oriented adult literacy pilot project in Iran, an evaluation of its first measurable results, and an examination of the problems of functional literacy in the light of the Iranian experiment. The first chapter traces the efforts of the Iranian authorities over the years in extending literacy from the privileged to the entire population and describes the aims of the pilot project. The second chapter is devoted to the problems of functional literacy training and the fuller utilization of human resources, defining the frame of reference for educational action and the non-educational conditions which govern it. Chapter Three discusses the purely educational level of integration and the development of a methodology with tables, illustrating programs, training sequences, and teaching materials. Chapter Four deals with the confrontation between the old and the new, and the development of an evaluation program. The final chapter raises questions related to future developments, the concept of life-long adult education and the international consequences of the Iranian experiment. An appendix includes a bibliography and project documents.

See Also: 9800 Asia

- 494 PROVISION FOR ADULT ILLITERACY IN ENGLAND. Haviland, Michael R. Available from Centre for the Teaching of Reading, University of Reading, School of Education, 29 Eastern Ave., Reading, RG1 5RU, England. (1 pound). Aug 1973. 68 p.

The study is intended to begin the process of collecting, coordinating and disseminating basic information about adult literacy projects and classes in England. Spanning the years 1950 to the present, the data are based on questionnaires sent to all listed adult literacy projects in England. Following a review of the history, background, and research, the document examines the aims and activities of the study. Specific objectives were to establish a comprehensive list of the publicly and privately administered adult literacy instruction programs and to collect and analyze information about these programs to indicate major trends regarding administration, teaching methods and material, tutor training, and financing. An analysis of the information is based on 217 questionnaire responses (representing a 66 percent rate of return) and examines the following aspects of the programs: goals, increases, numbers of adults receiving instruction, amount and type of instruction, training of tutors, financial support, and publicity. A detailed outline of study findings and recommendations are presented in the concluding chapter, focusing on existing problems and establishing priorities for future adult literacy program development. The survey instrument is appended.

See Also: 9520 Great Britain - Scotland

- 495 STUDIES IN ADULT EDUCATION. Hall, Budd L.; Kassam Yusuf. Dar Es Salaam University (Tanzania.) Institute of Adult Education. Feb 1972. 45 p. (ED 067 547), EDRS price, MF \$.76, HC \$1.95.

In support of a national literacy campaign in Tanzania, a report based on information supplied by district education officers at the Kivukoni Seminar in January, 1972, is given. Three major sections are: follow-up reading materials and the training of voluntary teachers; the cost of university adult education; the evaluation of Wakati Wa Furaha (a campaign focusing on tenth anniversary of

independence). Results show that the campaign is reaching the intended audience (rural population) and that the programs have drawn people from a wide range of ages. To date results of testing have come from five sample groups. Mean scores from all groups on pre-test was 67%. After campaign the mean rose to 80%, a gain of 13%. There is some evidence that people learn from this type of campaign.

See Also: 9700 Africa

- 496 TEACHER CHARACTERISTICS, CLASSROOM FACTORS AND CLASS ATTENDANCE. Bhandari, Jaswant Singh; Menta, R. C. In Australian Journal of Adult Education, Vol. 14, No. 2. July 1974. pp. 60-64.

Teachers from 20 traditional literacy (teaching 3 R's) and 12 functional literacy (developmental oriented) centers in the Udaipur district of Rajasthan, India were studied. Data are analyzed regarding personal characteristics, educational background, the role of supervisors, teaching aids, social participation, recruitment and selections, student persistency, classroom facilities, and curriculum.

See Also: 4000 EDUCATION OF SPECIAL GROUPS
9800 Asia

5290 English 2nd language

- 497 "BUILDING COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY" JULY 1, 1970 TO JUNE 30, 1972. FLORENCE-FIRESTONE PROJECT. FINAL REPORT. Los Angeles Unified School District, CA. 1972 314 p. (ED 075 689), EDRS price, MF \$.76, HC \$15.86.

An English as a Second Language (ESL) project was conducted for parents of Mexican-American students in the Florence-Firestone neighborhood of Los Angeles. The major part of the curriculum was built on home-school communication to allow parents to learn the language of the school setting. Other objectives were to establish more effective dialogue between home, school and community and to encourage involvement in PTA, school board and other public meetings. A bilingual counselor explained counseling services available for parents and students. Twenty-nine teachers offered morning and evening ESL classes for two academic years. Child care was available for day classes. Bilingual teacher aides were used. Seventy special lessons in home-school-community communication skills were developed, stressing the audiolingual approach. Community and city resources were widely used. Project accomplishments have been positive, as evidence in: (1) the high attendance of Mexican-American parents at parent and civic meetings; (2) group orientations and individual counseling; (3) the numerous social and cultural activities held on school sites; (4) student surveys showing that ESL lessons were instrumental in creating a better understanding of the school system; and (5) the positive opinion of the project held by parents, community leaders, and school personnel. The special lessons are provided.

See Also: 4825 Spanish Speaking

- 498 ENGLISH FOR "OLD" CANADIANS: THE FINNISH PROJECT IN BRITISH COLUMBIA. Niemi, John A. 1971. 12 p. (ED 074 383), EDRS price, MF \$.76, HC \$1.58.

The Finnish-Canadian Citizenship Project was organized to teach English to older Canadian of Finnish descent in British Columbia. The 24 enrollees had between one and ten years of formal schooling. The Finnish Canadians use a dialect of English words with Finnish pronunciations that must be unlearned in order to learn English. The students established the course objectives and stipulated that they wanted teachers who understood their special linguistic problems. Diagnostic interviews, using an audiovisual device to picture the speech patterns of teacher and student, were used to divide the class into three groups based on the level of fluency. The Berlitz method was used, and teachers concentrated on sounds that present special difficulties for Finns--w, wh, ch, f, z, th. During interviews at the last class, students were permitted to evaluate their experiences. Most reported an improvement in speaking ability and self-confidence and a loss of timidity in communicating with others in groups. Implications of the program considered useful for adult educators include: (1) the wisdom of making initial contacts with participants through a person they trust, who understands the problems of the particular ethnic group; (2) the value of having the participants plan their own program; (3) the importance of arranging for a group to learn together; and (4) the need for diagnostic sessions.

See Also: 4635 Older Adults

- 499 TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE TO OLDER PEOPLE: A CASE STUDY. Buzan, Jean Mary. 1973. 58 p. (ED 106 535), EDRS price, MF \$.76, HC \$3.32.

The study describes an experimental program in Vancouver to teach English as an additional language to older immigrants who were excluded from existing programs for one reason or another. By planning classes to be held during the morning hours on two consecutive days for seven weeks (with a five-week extension course) in a community center, 45 adults were enrolled. Their ages ranged from 30 to 80 with the average being 38. They spoke 10 native languages; nearly half were German speakers. The aural-oral method, as used in the regular English language training classes, was the main basis of instruction with some adherence to the older cognitive code-learning theory. While the stress was on situational teaching, team teaching was employed, as were numerous and various teaching aids to supplement the situational contexts. A sample of a typical day's lesson is offered. In light of positive student progress in terms of command of the language (especially in situational contexts) and of social confidence, the program was considered a success. Because of its success, plans were developed and implemented to expand it to include five other community centers, where the results were similarly positive.

See Also: 4635 Older Adults

5300 Adult Secondary Education

- 500 ADULT HIGH SCHOOL DIPLOMA PROGRAMS: AN EMERGING ALTERNATIVE. Borden, Karl J. Massachusetts University, Amherst, MA. School of Education. Adult Education Program. June 1973. 84 p. (ED 106 463), EDRS price, MF \$.76, HC \$4.43.

There are more than 60 million U. S. adults who lack a high school diploma. Their employability is decreasing, due to the upswing in white collar occupations. Also, they are often barred from the skilled and unskilled labor market; on-the-job training is increasingly academic; General Educational Development (GED) examinations are rigorous and the material irrelevant for most adults; and GED is primarily a credentialing program. All these factors indicate a need for alternative approaches to adult diploma programs. A synopsis of the history of American adult education reveals its marginal place in the educational scene in terms of legal status, administration, facilities and funding. Today's public school adult programs often have a vocational emphasis while adhering to secondary school practices and administrative patterns. Awareness of the inflexibility of GED programs led to broadening of diploma programs; yet data received in a survey of 45 states and over 50 local agencies showed little or no imagination in the adult programs of 29 of the 37 states offering them. Adult educators must respond to demands other than enrollment economy and develop a curriculum philosophy of their own, as California has done. (Fifty-three pages of appendixes give descriptions of programs in nine states).

See Also: 1260 High School Equivalency Tests & Certificate

- 501 A STUDY OF THE PLAINFIELD, N. J. ADULT SCHOOL. Henry, William H., Jr.; And Others. Plainfield Adult School, Plainfield, NJ. 1974. 147 p. (ED 094 171), EDRS price, MF \$.76, HC \$6.97

The several sections of the report comprise a diagnostic study of a city Adult School, prompted by concern over declining enrollment, which had dropped nearly one-third over a four-year period. A task force approach was adopted by the graduate students conducting the research, and five areas of study were formulated: administration; community interests; instructional needs; students attitudes; and competition, curriculum and marketing. Each section of the document establishes the problem area, research methods and findings for the issues covered. Recommendations are compiled in a final section, synthesizing the principal recommendations which arise from the five problem areas. The researchers found the underlying problems to be: (1) lack of administrative aggressiveness; (2) the adverse image of educational programs generally in the city; (3) the proliferation of area adult education opportunities. Their sixteen recommendations are related to aggressive marketing of the Adult School and to reversing its negative image. Supporting documents, such as correspondence, committee reports, interview forms, a statement of the School philosophy, and biographical information on the researchers, are appended.

See Also: 2240 Urban Environments

- 502 UNLIMITED HORIZONS THROUGH ADULT ACADEMIC EDUCATION: AN EVALUATION OF THE PROGRAMS IN THREE PARISHES IN LOUISIANA. Jackson, Shelby M. Louisiana State Department of Education. Available from the Louisiana State Department of Education, Baton Rouge, LA. 1963. 12 p.

The purpose of this study was to evaluate the adult academic education programs organized and operated in three school administrative units in Louisiana. In order to secure the necessary data, a questionnaire was devised and submitted to graduates of the program residing in three geographical areas. Results of the analysis of the data provided evidence that outstanding results may be expected from graduates of adult academic education classes in terms of social, economic and educational benefits which have accrued to the graduates. Statistical tables and conclusions are offered in this paper.

5650 Non-Traditional Study

- 503 CONTINUING EDUCATION FOR TEXAS: SPECIAL STUDIES OF NON-TRADITIONAL APPROACHES TO EDUCATION. Neidhart, Anthony C., Ed. Texas College and University System, Austin, TX. Coordinating Board. 1974. 391 p. (ED 105-193), EDRS price, MF \$.76, HC \$19.67.

The report presents 13 studies, undertaken by Texas institutions of higher learning responding to educational needs for improved delivery systems of higher education services to adults, and adult continuing education programs. The individual studies are The Urban University and the Learning Society (J. E. Champagne, R. Hopper, B. Leaman); The Role of a Multipurpose University Serving a Large Sparsely Populated Geographic Area in a State Plan for Adult and Continuing Education (D. M. McElroy); Development of Process for Facilitating the Participation of State Government Employees in Continuing Education (A. Brewer); Adult and Continuing Education Programs for Meeting the Needs of Local Government in Texas (J. P. Hall); Experimental Education and Service Learning Internships in Texas (R. A. Shapek); Educational Technology and the Public (J. R. Copeland); A Model for Administration of Credit by Examination Programs in Texas (J. N. Harvey, E. J. Holland); Adult and Continuing Education for Business and Industry (N. C. Whitehorn); Continuing Professional Education: A Planning Study (D. E. Griffith); Continuing Education for Women (W. R. Hargrove); Plan for Continuing Education for the Elderly in the Rural Areas of Texas (C. Gaither); Educational Alternatives for Senior Citizens (K. Kurtz); and External Degree Programs for Non-Traditional Students: A Feasibility Study (A. D. Thompson, S. C. Moore, K. C. Stedman).

See Also: 1900 Credit - Academic and CEU
7510 Colleges, Universities

- 504 DIVERSITY BY DESIGN. Commission on Non-Traditional Study, New York, NY. Available from Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, CA 94111 (\$8.75). 1973. 178 p.

The final report of a two-year study by the Commission on Non-Traditional Study (sponsored by the College Entrance Examination Board and the Educational Testing Service), the book deals with lifelong learning, external degrees, institutional reshaping, and educational alternatives. Suggestions and recommendations of the commission reflect the position that all the resources for learning, both traditionalistic and non-traditionalistic, are needed to meet the educational needs of individuals and societies; the course of action to help existing colleges and universities grant credits and degrees based on non-traditional approaches will match stability and experience with experimental forms. Several major recommendations that will affect the next decade are: the support of lifetime learning (basic, continuing, recurrent); the shift of emphasis of colleges and universities from degree-granting to service to the learner; the redirection of faculty through inservice development to the use of non-traditional forms and materials; the promotion and use of educational technology (cable television, computers, videotape recordings, and satellite broadcasting); the development of new agencies to provide and disseminate information and provide counseling services; the development of new evaluative tools for accreditation and credentialing; the encouragement of collaboration among collegiate, community, and alternate educational entities.

See Also: 5300 Adult Secondary Education
7200 Life Long Learning
7510 Colleges, Universities

- 505 THE IMPACT OF NON-TRADITIONAL EDUCATIONAL SERVICES UPON LEARNERS HAVING SPECIAL EDUCATIONAL REQUIREMENTS. A FOLLOW-UP STUDY OF URBAN EDUCATION CENTER STUDENTS. Thompson, Audrey; And Others. Rhode Island College, Providence, RI. Urban Education Center. 1974. 40 p. (ED 109 495), EDRS price, MF \$.76, HC \$1.95.

The project surveyed former disadvantaged adult students of the Urban Educational Center (UEC) to determine their improvement economically and attitudinally and related these improvements to specific aspects of the UEC educational program. Improvement (as measured against a pretest) was surveyed in the following areas: attitude toward own ability, attitude toward education, housing status, employment status, job level, job satisfaction, salary, and subsequent educational attainment. Improvement in at least one area was indicated by 87% of the respondents, in one or two areas by 64%, and in three to six areas by 23%. The students' responses to the value of several educational variables were correlated with the students' improvements. The variables were: number and nature of courses completed, counseling, and instructional approach. The results of the correlation indicated that: counseling is of great importance; completion of at least three courses (including some skills courses) is important for economic improvement; academic courses are not related to short-term economic or attitudinal improvement and a non-traditional course structure is less important than the personality of the teacher. The document includes several tables interpreting the acquired data, background on UEC and its students, and a summary of the study's findings and recommendations.

See Also: 1750 Counseling, Guidance
2240 Urban Environments

- 506 MATHEMATICS OF LIFE INSURANCE STUDY AID DEVELOPMENT AND EVALUATION IN A NONTRADITIONAL SETTING. Rahmlow, Harold F. American College of Life Underwriters, Bryn Mawr, PA. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, 1973). 16 p. (ED 072 321), EDRS price, MF \$.76, HC \$1.34.

A mode of operation that is currently being utilized for research and development activities in a nontraditional college environment is presented. The program described is in the content area of mathematics of life insurance. The students for whom the materials were developed are adults in insurance and related professions who are engaged in full-time work activities at the same time they are continuing their education. The design and evaluation of the program took into account cognitive, affective, and operational variables. The program is the Chartered Life Underwriter Diploma Program (C.L.U. Diploma Program) of the American College, which consists of 10 semester-length courses each of which culminates in an examination. Two data bases were used--one from biographical data and one from test data. As a result of context and input evaluations, it was decided to develop an individualized learning experience with the following key structural elements: specifically stated behavioral objectives, criterion referenced test items, guidance information and learning activities designed to elicit performance of objectives. The new mathematics of life insurance modular learning experience is designed to supplement existing study aids from the American College. The program consists of seven booklets, one for each of the seven assignments in the mathematics of life insurance section of C.L.U. Course 1, and one specially indexed audio tape. The test used for evaluation of the program consisted of two forms of an examination prepared by the program developers, and the California Multiple Aptitude Test in Numerical Reasoning.

See Also: 2735 Coaching, Individual Instruction, Tutoring
7510 Colleges, Universities

- 507 A SURVEY OF POLICIES AND PRACTICES RELATING TO NON-TRADITIONAL EDUCATIONAL EXPERIENCES. Spickelmier, Don O.; Freeman, Kenneth H. Texas Technological College, Lubbock, TX. School of Education. July 1972. 41 p. (ED 066 131), EDRS price, MF \$.76, HC \$1.95.

This document presents the results of a study designed to: (1) obtain information that will be useful to colleges and universities as they develop new policies and implement practices in the area of non-traditional educational experiences (N-TEE); and (2) define current policy and practice and to obtain a sense of direction for additional activities regarding N-TEE that will be useful. In order to obtain such information, the institutions within the Texas College and University system were studied. The types of non-traditional studies programs found in operation were college and university correspondence, military correspondence, independent study, military--formal residence courses, and close circuit television instruction on campus. The methods of evaluation most often used in the institutions are equivalency examinations developed by the institution, and the general and subject area examinations of CLEP, USAFI, and GED.

See Also: 7510 Colleges, Universities

5700 CONTINUING EDUCATION IN THE PROFESSIONS
Career Changes

- 508 AN EVALUATION OF POLICY RELATED RESEARCH ON PROGRAMS FOR MID-LIFE CAREER REDIRECTION: VOL. 1--EXECUTIVE SUMMARY. Pascal, Anthony H. Rand Corporation, Santa Monica, CA. Available from the Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 (\$3.00). Feb 1975. 38 p.

The report is concerned with the evaluation of existing literature on alternative programs to facilitate mid-life redirection of careers, with a view to identifying how literature in relevant fields can be used by policy makers. The report is a condensed and abbreviated version of the material in Volume 2, Major Findings. Some 300 items of literature were evaluated with reference to internal and external validity and policy relevance. Factors motivating mid-life career change, the rationale for public intervention in redirection, definitions of terms, and target groups are outlined. The literature covered worker dissatisfaction as a factor in redirection; evaluations of education and skill training for older workers, including foreign programs and programs sponsored by government, industry, and unions; and manpower forecasts and career opportunities for redirectors. The adequacy of existing programs and experimental program initiatives are also covered, and followed by recommendations for additional research.

See Also: 4635 Older Adults

- 509 AN EVALUATION OF POLICY RELATED RESEARCH ON PROGRAMS FOR MID-LIFE CAREER REDIRECTION: VOL. II-MAJOR FINDINGS. Pascal, Anthony H.; And Others. Rand Corp., Santa Monica, CA. Available from the Rand Corp., 1700 Main St., Santa Monica, CA 90406 (\$7.00). Feb 1975. 192 p. (ED 107 943), EDRS price, MF \$.76, HC \$9.51.

The report evaluates some 300 items of literature dealing with programs for mid-life redirection. A 20-page introductory chapter presents background information, a general description of target groups, and suggestions for further research in mid-life redirection of careers. Part one-Mid-Life Redirectors: Sources and Opportunities, contains chapters on aspiration and dissatisfaction among workers, training potential among older workers, and using manpower forecasts in career redirection planning, and suggest that as people grow older they tend to seek movement from data- and materials-oriented jobs to people-oriented jobs. Part two, Manpower and Educational Programs: The Experience, contains chapters on government programs, employer-sponsored programs, union-sponsored retraining programs, foreign programs, and special redirection efforts, and suggests that existing education and manpower programs provide many of the components necessary for career redirection. Part three, Synthesis and Implications for Policy, (1) summarizes the lessons from the literature, concluding that the potential for mid-life career redirection in the American work force is virtually untapped; and (2) makes recommendations for policymakers, sketching a spectrum of experimental pilot programs of various scale and coverage, intended to meet the shortcomings of existing programs. Every chapter but one contains a bibliography.

See Also: 4635 Older Adults
6575 New careers, aides, paraprofessionals

- 510 WHERE DO THEY GO FROM HERE? RETIRED MILITARY IN AMERICA. Bideman, Albert D. In Annals of the American Academy of Political and Social Science, Vol. 406. Mar 1973. pp. 146-161.

Most career personnel must be removed from the military at a fairly early age. The armed forces retire the large majority of their career members when they have served for 20 years, or shortly afterward. By 1980, expenditures for retired pay are expected to be one-fifth the total budget for military personnel, and these expenditures will increase. In 1973, pay alone for retired military was greater than the total expenditures of the federal government on community development and housing and twice that for all natural and environmental programs. A colonel with 20 years of active service receives \$842 per month, \$1,114 if retired with 25 years of active service, and \$1,450 with 30 years of service. A man retired with the top enlisted pay grade receives \$475 per month for 20 years of service and \$784 for 30 years. Military retirees and their dependents are also eligible for medical care, use of commissary stores and post exchanges, and other benefits. However, retired officers are predominantly majors and lieutenant colonels, and the labor force participation rate of military retirees exceeds 90%. The role of defense employment has been so great that it raises some doubts about the viability of the present second-career system without a military-industrial complex to support it. Greater facilitation of second-career opportunities may be needed in the future if financial hardship is not to become dangerously common among the retired military.

5750 Engineering, Architecture

- 511 SKILLS CONVERSION PROJECT: CHAPTER 1, PRECIS. FINAL REPORT. National Society of Professional Engineers, Washington, DC. Mar 1972. 11 p. (PB-209-281-01), NTIS price, MF \$.95, See catalog for hardcopy price.

The purpose of this federally funded program is to study the transition mechanisms required to transfer available technical manpower from aerospace and defense industries into other areas of employment in private industry and public service. Selected industries and public service areas were assigned to 14 study teams for researching the likelihood of future manpower needs and utilization of technical professional personnel. Research findings, conclusions, and recommendations are briefly presented, including suggestions for vocational retraining.

- 512 SKILLS CONVERSION PROJECT: CHAPTER 21, PROJECT ORGANIZATION AND OPERATIONS. FINAL REPORT. National Society of Professional Engineers, Washington, DC. Mar 1972. 29 p. (PB-209-281-21), NTIS price, MF \$.95, See catalog for hardcopy price.

The increasing problem of unemployment among technical professionals from the aerospace and defense industry and their general lack of employment opportunities dictated a need for study of potential profitable expansion of use of these personnel in other areas. Also, recommendations were needed for developing mechanisms to start the transition of available personnel into the new jobs. The National Society of Professional Engineers, the contracting agency, worked with six cooperating engineering societies to conduct the study. A project approach was chosen with 14 research teams, one in each location of critical technological unemployment, that reported to a project manager.

5775 Mathematics, Physical Sciences

- 513 DEVELOPMENT OF AN APPRENTICESHIP WORK-STUDY PROGRAM MODEL FOR THE CROSS-TRAINING OF PHYSICAL SCIENTISTS FOR WORK IN EDUCATIONAL RESEARCH AND DEVELOPMENT. FINAL REPORT. Millstein, Eugene J.; And Others. American Institutes for Research in the Behavioral Sciences, Palo Alto, CA. Feb 1972. 111 p. (ED 066 654), EDRS price, MF \$.76, HC \$5.70.

This document reports on the development of an apprenticeship work-study model-- a new model for training personnel for educational research and development. The model provides short-term training in applied research and development (R & D) for persons holding B.A. and M.A. degrees by featuring individualized learning and "real-time" experience on actual R & D projects. The training model was pilot tested with six unemployed physical scientists. During the three-month program, trainees spent approximately half of their time studying education topics and problems, and the other half working as apprentices on R & D projects. An individual set of objectives was determined for each trainee. Learning activities, including group events, guided independent study, and apprenticeship tasks were then individually prescribed on the basis of the trainee's objectives. The results indicate that the training model is effective, efficient, and appealing to both employees and trainees. It is concluded that the model can be of use in independent training programs, as an adjunct to regular academic programs, or for inservice training. It is also an example of how unemployed professionals may be cross-trained for a new field.

5850 Medicine and Health

- 514 ADULT EDUCATION FOR FOREIGN-TRAINED NURSES: Fischer, Joan. In Adult Leadership, Vol. 21, No. 7. Jan 1973. pp. 238-240.
- 515 AGENDA FOR CONTINUING EDUCATION: A CHALLENGE TO HEALTH CARE INSTITUTIONS. Schechter, Daniel S. Hospital Research and Education Trust, Chicago, IL. Available from Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, IL 60611 (\$6.00). 1974. 112 p.

The book describes the Hospital Continuing Education Project, a nine-year endeavor concluded in 1972 which set up a communications network among universities, hospital associations, hospitals, and individual educators and trainees. The project's goal was the expansion of continuing education opportunities for personnel in health care institutions. Information derived from questionnaires is used to delineate the hospital trainer's background, duties, and potential for increasing the efficiency of a hospital and developing the careers of its staff. Major themes are: the constructive role that a full-time education director can play in both large and small hospitals; the desirability of cooperative training programs among neighboring hospitals; the challenge to State hospital associations to take the lead in planning for cooperative programing; and assisting medical and educational centers to take professional leadership in such programing. The book also deals with the potentialities inherent in the new educational technology and stresses the importance of evaluation if continuing education is to meet the challenges it faces. A forward by Eli Ginzberg serves to place the book within the context of national health manpower policy. Appendixes contain questionnaires for hospital based trainers and administrators.

- 516 THE CLINICAL INSTRUCTOR TRAINING PROGRAM: DEVELOPMENT, OPERATION, EVALUATION. FINAL REPORT. Anderson, Miles H. California University, Los Angeles, CA. Division of Vocational Education. Available from the Regents, University of California, Division of Vocational Education, Allied Health Professions Project, 1003 Wilshire Blvd., Santa Monica, CA 90401 (Make checks payable to: The Regents, University of California, \$2.00). Sep 1971. 95 p. (ED 064 490), EDRS price, MF \$.76, HC \$4.43.

To determine if on the job training of allied health personnel could be improved by offering supervisors a short seminar in teaching techniques, a 12-hour program was developed, and 1,299 participants were trained over a 3-year period. The five training sessions utilized demonstration and "learning by doing" techniques to teach participants how to organize inservice training and teach on the job. To evaluate the effectiveness of the program, questionnaires were mailed to participants. Over 80 percent of the 429 respondents felt the program was outstanding or well done, and an equal number indicated that as a result of the program, patient care had been improved to some extent. The results indicate that the training should be continued and expanded, and that similar short seminars in other aspects of human relations, supervision, leadership, and management should be prepared and offered in the health care field. Instruction cards, a job break-down sheet, certificates, a copy of the survey instrument, and other study materials are appended.

See Also: 4300 EVALUATION

- 517 THE CONTINUING LEARNING ACTIVITIES OF NEOPHYTE NURSES. Bevis, Mary E. In Adult Education, Vol. 25, No. 3. Spring 1975. pp. 169-191.

The study determined that a relationship exists between the role conception held by a nurse at the end of her first year of graduate practice in a bureaucratic environment and her participation in continuing learning activities.

- 518 CRITICAL BEHAVIORS IN PSYCHIATRIC-MENTAL HEALTH NURSING. VOLUME I: A SURVEY OF MENTAL HEALTH NURSING PRACTICES. Jacobs, Angeline Marchese; And Others. American Institutes for Research in the Behavioral Sciences, Palo Alto, CA. Available from Publications Service, American Institutes for Research, PO Box 1113, Palo Alto, CA 94302 (\$4.00; \$18.00 for three-volume set). 1973. 118 p.

This document describes the methodology followed in obtaining abstracts (see Volumes two and three) of more than 8,000 critical behaviors of nurses and attendants in delivering care in 50 psychiatric and mental health facilities throughout the country. The abstracts were derived from reports of actual observations by 1,785 mental health practitioners in the field of mental health and were reported as examples of either highly effective or highly ineffective care. Abstracts have been classified as to behavior of nurses and behavior of attendants and have been organized according to: response of staff to patients' maladaptive behavior, staff-initiated therapeutic intervention, physical health and safety of patients and staff, effective interpersonal relations with patients, management activities, and motivation and responsibility. Numbers and types of incidents and innovations were reported in relation to type of facility, geographic region and community size, controlling auspices, size of facility and length of stay. This volume, along with volumes two and three, a detailed example is presented on how to use source data to specify behaviorally-based content and in the development of training, selection, and evaluation materials.

See Also: 6950 HEALTH, MENTAL HEALTH

- 519 CRITICAL BEHAVIORS IN PSYCHIATRIC-MENTAL HEALTH NURSING. VOLUME II: BEHAVIOR OF NURSES. Jacobs, Angeline Marchese; And Others. American Institutes for Research in the Behavioral Sciences, Palo Alto, CA. Available from Publications Service, American Institutes for Research, PO Box 1113, Palo Alto, CA 94302 (\$8.50; \$18.00 for three-volume set). 1973. 531 p.

Part of a three-volume document, this volume is concerned with providing source data about the activities of mental health nursing personnel as these activities relate to patient care, and contains abstracts of more than 4,000 critical behaviors of psychiatric nurses in 50 psychiatric hospitals, general hospitals with psychiatric units, and comprehensive mental health centers throughout the country. The abstracts were derived from reports of actual observations by mental health practitioners and were reported as examples of either highly effective or highly ineffective care. Abstracts have been organized under six major areas: response of staff to patients' maladaptive behavior, staff-initiated therapeutic intervention, physical health and safety of patients and staff, effective interpersonal relations with patients, management activities, and motivation and responsibility. Each of the six major areas is further organized according to an area description and a category description. Incidents were reported for both nurses and attendants in almost every subcategory, supporting the emerging role of all nursing personnel as a therapeutic one; however, nurses more often exhibited supervising and directing behaviors. This volume, along with volumes one and three, is intended for use in basic, pre-service, and continuing education.

See Also: 6950 HEALTH, MENTAL HEALTH

- 520 CRITICAL BEHAVIORS IN PSYCHIATRIC-MENTAL HEALTH NURSING. VOLUME III: BEHAVIOR OF ATTENDANTS. Jacobs, Angeline Marchese; And Others. American Institutes for Research in the Behavioral Sciences, Palo Alto, CA. Available from Publications Service, American Institutes for Research, PO Box 1113, Palo Alto, CA 94302 (\$8.50; \$18.00 for three-volume set). 1973. 524 p.

Part of a three-volume document, this volume is concerned with providing source data about the activities of mental health nursing personnel as the activities relate to patient care and contains abstracts of more than 4,000 critical behaviors of psychiatric attendants in 50 psychiatric hospitals, general hospitals with psychiatric units, and comprehensive mental health centers throughout the country. The term attendants included counselors, aides, nursing assistants, psychiatric technicians, and sometimes mental health workers; consequently, the range of attendant data varies from traditional "custodial care" to rather sophisticated therapeutic intervention. Abstracts have been organized under six major areas: response of staff to patients maladaptive behavior, staff-initiated therapeutic intervention, physical health and safety of patients and staff, effective interpersonal relations with patients, management activities, and motivation and responsibility. Each of the six major areas is further organized according to an area and a category description. Incidents were reported for both nurses and attendants in almost every subcategory, supporting the emerging role of all nursing personnel as a therapeutic one; however, attendants more often engaged in activities directly involving the patient. This volume, along with volumes one and two, is intended for use in basic, preservice, and continuing education.

See Also: 6950 HEALTH, MENTAL HEALTH

- 521 THE DEVELOPMENT OF A PRACTICAL RESEARCH METHOD FOR THE IMPROVEMENT OF SELECTED HEALTH SCIENCE CURRICULA. Johnson, Clair Agriesti. In Journal of Allied Health, Vol. 2, No. 4. Fall 1973. pp. 168-172.

Results from a study based in the area of clinical dietetics could be adapted for use in other health occupations involved in the delivery of client-mediated care, and should contribute to an understanding of changing curriculum objectives resulting from changing clinical practice and provide a dynamic base for curriculum improvement.

See Also: 1505 Program Planning and Processes

- 522 INSERVICE EDUCATION: CONSULTATION AND RELATED SERVICES FOR NURSING HOME PERSONNEL. FINAL REPORT. United Hospital Fund of New York, NY. Available from United Hospital Fund of New York, 3 East 54th St., New York, NY 10022 (no price quoted). Dec 1972. 170 p.

A project to demonstrate how a team of instructor/consultants could function on a regional basis to help upgrade inservice education programs in nursing homes was conducted. The design of this nursing home training program was structured to allow for changes in demonstrated services in accordance with reactions of participants. An advisory and an operational committee were created to assist project staff. Consultants and staff members made 211 visits to nursing homes and worked in conjunction with 92 nursing home person-

nel. Visits were undertaken to conduct interviews designed to establish and maintain working relationships, obtain information, plan and evaluate programs, and demonstrate, develop and test various teaching methods. It was concluded that the findings and results of the demonstration supported the need for individualized services provided by instructor/consultants. Services aided administrators in coping with their charges.

See Also: 3010 Inservice

- 523 AN INSTRUMENT DESIGNED TO MEASURE JOB-TIME EDUCATIONAL PARTICIPATION OF STAFF NURSES. Bavis, Mary E. In Journal of Continuing Education in Nursing, Vol. 3, No. 6. Nov-Dec 1972. pp. 24-30.

- 524 LEARNING ORIENTATIONS AND PARTICIPATION IN SELF-EDUCATION AND CONTINUING EDUCATION. Dickinson, Gary; Clark, Kathleen M. In Adult Education, Vol. 26, No. 1. Fall 1975. pp. 3-15.

A study of the learning orientation of 220 female registered nurses concluded that there was still a need to determine more accurately the utility of learning orientations as predictors of participation in different types of learning activities.

See Also: 2735 Coaching, Individual Instruction, Tutoring

- 525 MIDDLE-LEVEL WORKERS: CHARACTERISTICS, TRAINING AND UTILIZATION OF MENTAL HEALTH ASSOCIATES: COMMUNITY MENTAL HEALTH MONOGRAPH SERIES: NUMBER EIGHT. Baker, E. Jo; McPheeters, Harold L. Behavioral Publications, Inc., 72 Fifth Avenue, New York, NY (no price given). 1975. 67 p.

The period of the sixties showed a surge of efforts to develop more creative ways of recruiting, training, and utilizing mental health manpower, breaking away from the traditional situation which relied on two levels of workers--the fully developed professional and the aide. Approximately 150 two-year programs have been developed in the last decade to train middle-level workers, often termed Mental Health Associates (MHA). The monograph briefly reports on efforts to define the roles and functions of these new generalist workers and to prepare the job market for them. Aspects of the training of a generalist MHA are outlined and a survey of students in associate degree programs described at length. The survey report is presented in the form of a detailed attitude and attribute comparison between students in mental health programs and in other health-related programs. A second survey, of graduates, investigated their employment status, job functions and satisfaction, personal objectives, training strengths and weaknesses, and personal experiences. A further survey asked supervisors of MHAs about their performance. Problems relating to integrating MHAs into existing mental health programs are examined. The questionnaires used are appended.

- 526 PHYSICIANS-IN-RESIDENCE: A DEMONSTRATION PROJECT IN CONTINUING EDUCATION. National Institutes of Health, Bethesda, MD. Division of Physician Manpower. 1970. 22 p. (ED 075 604), EDRS price, MF \$.76, HC \$1.58.

This is the preliminary report of a demonstration project in continuing education of the physician in his own community. Members of the University of California San Francisco Medical Center went into residence in 14 communities

in Northern California and Nevada for periods of three days. Choice of specialties and the programing were developed by the local community in close liaison with the university and related to specific areas of current interest and needs. Although final evaluation has not yet taken place, many achievements can be identified in the field of patient care and development of facilities, and there has been a real expansion of continuing education for the practicing physician. New community development and community-university relationships of great potential value have resulted from the program. An unexpected result of the program was that it provided medical school faculty with the opportunity to observe practice and problems in ways not otherwise available, pointing up the importance of continuing education and the leadership role to be assumed. The Physicians-In-Residence Program suggests that manpower projections must be community-based, tied to work function and serving delivery systems. Cooperative regional arrangements would maximize resources and improve services.

See Also: 2210 Community Education and Development

- 527 RESEARCH NEEDED: TO IDENTIFY CRITERIA FOR SELECTING HEALTH CARE LEADERSHIP PERSONNEL. Morgan, Margaret K. In Adult Education, Vol. 24, No. 2. Winter 1974. pp. 143-148.

Existing procedures for selecting students into allied health care educator programs (Graduate Record Exam scores, undergraduate grade point average, etc.) are inadequate. Procedures based upon examination of three groups of health manpower personnel to determine what characteristics distinguish them and upon better measures of job satisfaction are proposed substitutes.

See Also: 3820 Personnel Selection Policies and Practices

- 528 SELECTED TRAINING PROGRAMS FOR PHYSICIAN SUPPORT PERSONNEL. National Institutes of Health (DHEW), Bethesda, MD. Bureau of Health Manpower Education. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (\$1.00). May 1972. 101 p. (ED 068 674), EDRS price, MF \$.76, HC \$5.70

The emphasis of this publication is on new or proposed physician support training programs which are in the advanced planning or pilot stages and on operational programs which have not yet received accreditation or have only recently been accredited. Detailed data were gathered for 71 programs through mailed questionnaire or telephone surveys, and this data is summarized according to whether the programs have varied entrance requirements or extend nursing roles. The programs are listed alphabetically by state and city and contain the following information: (1) program title, (2) title of graduates, (3) institution name and address, (4) program director(s) and address, (5) affiliated institution(s), (6) stage of development, (7) length of program, (8) curriculum description, (9) credential awarded, (10) minimum and additional preferred requirements, (11) number of students enrolled and graduated, and (12) availability of financial aid. In addition to the 71 programs for which complete information was obtained, the publication lists the director and address of 41 programs for which no detailed information was available at the time of the survey. Sources of further information concerning several of the programs are appended.

- 529 A SURVEY OF THE NEED FOR PROGRAMS TO PREPARE MEMBERS OF THE HEALTH PROFESSIONS AS SPECIALISTS IN CONTINUING EDUCATION. Dickinson, Gary. British Columbia University, Vancouver (Canada). 1972. 23 p. (ED 063 530), EDRS price, MF \$.76, HC \$1.58.

A questionnaire survey was conducted to determine whether or not the need for training in continuing education was perceived by those working in the field. This determination of need was undertaken to determine the feasibility of offering programs of professional preparation in continuing education for persons engaged in continuing education in the health professions. A questionnaire consisting of seven items related to the need for training in continuing education was distributed to health science professionals in the United States and Canada. Eighty-six percent of the respondents indicated that they thought it necessary or desirable for those involved in planning or conducting continuous education programs to have professional training in continuing education as well as in a health specialty. Almost 75 percent of the respondents added that they would like their present personnel to receive some professional training in continuing education. Conclusions include: (1) there was a need expressed by those in the field for programs of professional preparation in continuing education for the health sciences and this expressed need existed at a fairly high level; (2) the willingness to support programs of this sort is related to the number of persons currently employed in the field and financial support from non-university sources would be required; and (3) several types of programs would be required and there should be an emphasis on the practical application of principles related to adult learning.

- 530 SURVEY ON CONTINUING EDUCATION NEEDS FOR HEALTH PROFESSIONALS: REPORT. System Development Corporation, Santa Monica, CA. June 1969. 387 p. (ED 106 540), EDRS price, MF \$.76, HC \$19.67.

The report documents the results of a 1967 survey of health professionals in the four-State Western Interstate Commission for Higher Education (WICHE) Mountain States Regional Medical Program (MS/RMP). Addressed to health professionals in each of the four states--Idaho, Montana, Nevada, and Wyoming--the survey focuses primarily on the characteristics and continuing education needs of the Mountain State health professionals. The disease categories of heart disease, cancer, and stroke are emphasized. Part one reviews the major findings of the survey data analysis, providing summary profiles of the following groups: physician, dentist, hospital administrator, registered nurse, licensed practical nurse, medical/laboratory technologist, physical therapist, radiologic/X-ray technologist. Part two presents the survey design and analysis plan. Part three, making up the major body of the report, examines each of the professional groups listed above as they relate to: selected personal and professional characteristics; need for continuing education; desired methods and procedures of continuing education; and other factors relevant to continuing education. Statistical findings are discussed and tabulated. Part four reports the patient referral patterns and practices of physicians and dentists. Findings and conclusions are discussed along with their implications for immediate and long-range actions. Survey instruments are appended.

- 531 TRAINING FOR PERSONNEL IN THE HEALTH SERVICE. Jones, J. A. G. In Personnel Management, Vol. 5, No. 5. May 1973. pp. 35-37.

This article describes the development of a program for training personnel in the health service at the group level rather than at the regional level. The article starts with the initial stages of developing the program (looking at personnel needs in various areas, developing residential courses in collaboration with universities, etc.) to its final "try-out" on its first 100 trainees. The article also contains brief descriptions of the main aims of the training program which fall into the following five categories: (1) Emphasis on role rather than job - the first object of the trainee is to find out what role in reality can be expected of him; (2) Emphasis on concepts rather than techniques - the program concentrates on concepts and ideas of groups within organizations and people within groups; (3) Emphasis on diagnosis rather than on solutions - the program concentrates on diagnosing the root causes of problems which may be described as personnel; (4) Emphasis on learning rather than teaching - an attempt to get all trainees to appreciate the value of a wide variety of learning methods and situations; and (5) Emphasis on development rather than on training-which means in practical terms that members are encouraged to look critically at their own careers and personnel development.

5860 Rehabilitation

- 532 DVR COUNSELOR ROLE, FUNCTION, AND WORK SATISFACTION. Rockenbeck, Margaret V.; Moses, Harold A. In Rehabilitation Research and Practice Review, Vol. 4, No. 2. Spring 1973. pp. 43-49.

A three-year follow-up study was made of the subjects in a previous study, to determine the relationships of job satisfaction with tenure, promotions, and additional formal training through the investigation of variables of age, sex, and years of agency experience for rehabilitation counselors.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING

- 533 EVALUATION OF JOINT TRAINING DVR-DPW PERSONNEL, WEST VIRGINIA AND VIRGINIA. REHABILITATION OF THE DISABLED WELFARE APPLICANT AND/OR RECIPIENT. FINAL REPORT. Phelps, William R. Regional Counselor Training Center, Charleston, WV. Mar 6, 1974. 25 p. (PB-229-615), NTIS price, MF \$1.45, PC \$4.25.

This is a follow-up post-training of 210 program participants of rehabilitation practitioners, including social case workers, rehabilitation counselors, and para-professional staff members. These rehabilitation practitioners were involved in, 'Vocational Rehabilitation of Disabled Welfare Applicants and/or Recipients,' within the State of Virginia and West Virginia. In all six training sessions, content of the curriculum was replicated. A Chi-Square Analysis of selected demographic participant variables was related to the content of the agenda to ascertain any existing relationships. The variables evaluated were education of the participants, age, sex, months employed, work assignment, job satisfaction, and earnings. Significant relationships were found to exist between the months employed and the presentation of, 'Appalachian Culture,' and the earnings level and, 'Internal and External Locus of Control,' and various selected film presentations. All other variables were found to be non-significant.

See Also: 5025 Physically Disabled
6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING

- 534 THE NONPROFESSIONAL IN PSYCHIATRIC REHABILITATION. Colton, Sterling I.; Davidowicz, Robert S. In Rehabilitation Research and Practice Review, Vol. 4, No. 2. Spring 1973. pp. 51-57.

A study of two groups of nonprofessional staff (rehabilitation nonprofessional and hospital nonprofessional) at Taunton State Hospital, Taunton, Massachusetts indicated significant differences between the groups on several variables. Rehabilitation nonprofessionals were found to be more emphatic, more controlling and generally more flexible.

See Also: 5000 Mentally Disabled
6575 New careers, aides, paraprofessionals

- 535 STATE-OF-THE-ART IN VOCATIONAL REHABILITATION: REPORT OF A NATIONAL SURVEY. Sankovsky, Ray. Pittsburgh University, PA. Research and Training Center in Vocational Rehabilitation. July 1969. 100 p. (ED 066 637), EDRS price, MF \$.76, HC \$4.43.

A study designed to obtain information regarding vocational evaluation programs, their staff, and the vocational evaluation services they provide is presented. A survey questionnaire was constructed and distributed on a national level to facilities identified as having at least one full-time vocational evaluator. Data was analyzed with respect to total population, and separately with respect to each of sub-populations on selected criterion variables of (1) primary emphasis of the facility, (2) type of facility, (3) geographic location, (4) type of handicapping conditions served, and (5) relationship of size of total staff to vocational evaluation staff. Overall findings indicate there are some common threads in patterns of vocational evaluation services as a function of the emphasis, location and staffing

patterns of these facilities. Data from this study are stored on IBM cards.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING

5920 Adult Education

- 536 DEVELOPING AND TESTING A NEW CONCEPTUAL FORMULATION FOR DETERMINING CURRICULA FOR THE PRACTITIONER: A CASE. Carter, G. L., Jr. Paper presented at Adult Education Research Conference (Chicago, Illinois, April 18, 1974). 28 p. (ED 094 209), EDRS price, MF \$.76, HC \$1.95.

Over the past ten years an effort has been directed toward developing a new conceptual formulation related to the professional development of and functions performed by the adult/extension educator-practitioner. The purpose for such a new formulation is one of providing a more adequate conceptual basis for: (1) designing professional development programs, and (2) viewing the role of practitioner. A greater proportion of scholarly resources in the field of adult education should be deliberately directed toward further development and refinement of existing conceptualizations and the creation and testing of new ones. Such scholarly efforts must be viewed as developmental, employing a different orientation to inquiry than much of what is typically undertaken. There are inherent difficulties in testing new conceptual formulations. The conceptual formulation explored in this paper to illustrate the above points has been demonstrated in practice to have potential utility to the profession--both as a basis for designing curricula and in conceiving the functioning of the practitioner-professional more adequately. It has not been possible, however, to test this conceptual formulation rigorously against other possibilities.

- 537 EXTERNAL EVALUATION OF PROJECT ACT. Office of Education (DHEW), Washington, DC. June 1974. 80 p. (ED 106 461), EDRS price, MF \$.76, HC \$4.43.

In order to assess the Adult Competency Training (ACT) Project activities and the development of an Adult Staff Development (ASD) program, designed to train adult educators through State-by-State and region-wide planning and coordination, an external evaluation was conducted by reviewing documents and records and by interviewing 40 persons from three groups: the policy board, resource teams, and the project staff. Section One introduces the purposes of the project and evaluation. Section Two describes the implementation of the external evaluation plan. Both negative and positive findings of the three groups are summarized in Section Three and group reactions are discussed in relationship to Project ACT's future role and outcomes. The scaled and rank order data, gathered from the interviews, notes, and records, are tabulated. Section Four offers the conclusions and recommendations to the policy board in addition to a separate list of findings and comparisons between the three groups. The conclusions point out the need for further cooperation between local and State agencies. Recommendations refer to the maintenance and improvement of the

adult staff development system and its resource teams; State and local cooperation; inservice programs, and their integration with professional undergraduate and graduate education.

- 538 A STUDY INSTRUMENT TO ASSESS COMPETENCIES FOR BLACK STUDIES EDUCATORS. Bass, Floyd L. In Journal of Continuing Education and Training, Vol. 2, No. 2. Nov 1972. pp. 167-176.

With a view toward future continuing Black studies adult education programs, the results of an investigation to determine the effectiveness of Black studies are discussed. Through the use of questionnaires, the required competencies of adult educators are identified and their attitudes toward Black studies programs are examined.

- 539 A STUDY OF CHANGE OF ATTITUDES TOWARD THE EDUCATIONAL PHILOSOPHIES OF ESSENTIALISM AND PROGRESSIVISM. McIlwaine, William B.; Sleeman, Phillip J. In Journal of Continuing Education and Training, Vol. 2, No. 1. August 1972. pp. 89-96.

Using an attitude survey to study the educational philosophy of post-graduate teachers in continuing education, the authors found little change in teacher attitudes after participation in subject-oriented courses.

See Also: 0100 PHILOSOPHY, POLICIES, GENERAL OBJECTIVES

6130 Correctional Personnel - Also Volunteers

- 540 THE PROFESSIONAL DEVELOPMENT OF CORRECTIONAL PERSONNEL. AN ACTION RESEARCH REPORT ON PLANNED CHANGE IN THE MILITARY JUSTICE SYSTEM. Harris, Philip R. Management and Organization Development, Inc., La Jolla, CA. Oct 10, 1972. 34 p. (ED 072 179), EDRS price, MF \$.76, HC \$1.95.

This action research by a management psychologist utilized insights and methodology from the behavioral science to promote planned, positive change in the Navy's criminal justice system. Specifically, the present phase of this ongoing investigation focused upon Marines assigned to five correctional facilities in North Carolina and Southern California. A 10-member team of behavioral science consultants tested two pilot 48-hour courses with 111 subjects at Camp Lejeune and Camp Pendleton. In 1972, two more sessions having 12 4-hour learning modules were tested, as well as 11 learning modules for an administrators' course. Pre- and post-testing of attitudinal modification with four evaluation instruments utilized analysis of variance by Osgood's semantic differential technique. The statistically insignificant results indicate that assessment of learning experiences should focus on the measurement of behavioral consequences rather than the subjects' value changes. Suggestions are given for extending research, inservice education,

and pilot projects in the areas of military justice. A wide range of tables presents the data.

See Also: 8000 Armed Forces

- 541 REPORT AND EVALUATION OF A TRAINING PROGRAM FOR CORRECTIONAL OFFICER TRAINEES. Yarbrough, Roy D.; Blostein, Stanley H. Kentucky Research Foundation, Lexington, KY. 1973. 27 p. (ED 087 878), EDRS price, MF \$.76, HC \$1.95.

The students taking part in the training workshop (arranged by the Kentucky Public Service Careers Program and the Kentucky Department of Corrections) came from a variety of backgrounds and were all educationally and socially disadvantaged, but were intelligent and rated high in self-knowledge, social awareness and knowledge of human behavior. Discussion centered around the role and functions of the correctional officer, the history and development of the criminal justice system, understanding human behavior, and racism. Teaching methods were directed toward experiential learning and dealing with problem situations. The workshop organizers were impressed by the readiness of the participants to become involved in group discussions and to read and think critically about the materials provided, in contradiction to the assumptions commonly held about educationally disadvantaged individuals. Conclusions, assumptions and recommendations are made on the basis of the experiences gained by the organizers and participants in the workshop. Appendixes include the proposal, course outline, budget estimate, use of resource people, booklist, and workshop program.

Note: Appendix D, References, not included.

- 542 THE PREPARATION OF TEACHERS FOR VOCATIONAL EDUCATION: PROJECT BASELINE SUPPLEMENTAL REPORT. Swanson, Gordon I. Northern Arizona University, Flagstaff, AZ. Project Baseline. Sep 30, 1974. 34 p. (ED 099 690), EDRS price, MF \$.76, HC \$1.95.

An overview of the issues, problems, successes, weaknesses, and implications of the process of preparing teachers for vocational education, the report contains discussions of the origin and evolution of teacher preparation, the professional development concept, nature of programs, management of teacher preparation, special problems, and future needs and opportunities. The data base for the report includes the two reports of Project Baseline, unpublished data, and supplementary data. A section on vocational teacher education tabulates and discusses the need for teachers in vocational education, as reflected by enrollment; the supply of teachers; the components of vocational teacher education; the performers of that education, and the quality. The management of teacher preparation is examined and special problems are identified: the recurring problem of an inadequate data base, the competency question, the need for a realistic view of scale and balance and the problem of training focus. Future needs and opportunities are couched within a framework of policy, program scope, and program credibility.

Note: For related Project Baseline documents, see ED 095 309-10.

6200 MANAGEMENT, SUPERVISION

- 543 THE DEVELOPMENT OF A LEARNING SYSTEM FOR MANAGERS. Watts, C. In Industrial and Commercial Training, Vol. 5, No. 2. February 1973. p. 63.

It is important that commercial managers should understand computers and be able to conduct feasibility studies. This article traces the development of a learning system which should increase their competence in this field. The system consists of three parts, the first of which is described in some detail while the other two are summarized. (1) The learning material consists of a number of modules which the student can selectively study where and when he chooses. The model used to construct the material is described. Particularly important were the test questions designed to validate the material and to check the effectiveness of the system. The materials consist of: (2) Presentation frames covering the essential subject matter; (b) A programmed work-pad which interacts with the subject frames. The material is graded with the considerable initial help being gradually removed; (c) The development text expands and develops the subject matter; and (d) An audio tape containing an interview between Raymond Baxter and an independent specialist is the final feature of this section. (2) When the learning material has been covered a project study is carried out. (3) The final part of the system is a workshop at which group discussions take place. The course was tested on three groups, modifications being made at each stage.

- 544 PARTICIPATIVE DECISION-MAKING ABOUT WORK: AN OVERDUE LOOK AT VARIABLES WHICH
MEDIATE ITS EFFECTS. Singer, Jack N. In Sociology of Work and Occupations,
Vol. 1, No. 4. November 1974. pp. 347-371.

Besides the question of the maximal effectiveness of various degrees and
varieties of participation, predicting the success of participative decision
making (PDM) approaches also involves an understanding of sources of variance
(individual employees' characteristics, the cultural milieu, and the job
context and level) for planning and instituting specific PDM programs.

See Also: 2920 Human Relations, Laboratory Training

- 545 A PARTNERSHIP IN EVALUATION. Goldstein, Stanley; And Others. In Training and
Development Journal, Vol. 27, No. 4. April 1973. pp. 10-14.

Evaluates a managerial training program at the NASA Manned Spacecraft Center.

- 546 PROFESSIONAL EDUCATION FOR EXPERIENCED MANAGERS: A COMPARISON OF THE MBA AND
EXECUTIVE DEVELOPMENT PROGRAMS. Crotty, Philip T., Jr. Northeastern Univer-
sity, Boston, MS. Bureau of Business and Economic Research. 164 p. (ED 068
821), EDRS price, MF \$.76, HC \$8.24.

An analytical and comparative study of Northeastern University's MBA and
Management Development (MDP) programs, as representative of University MBA and
MDP programs generally, is given. Perceived effects on participants of their
attendance and completion of either MBA or MDP in terms of their needs and
objectives are measured. Results of two programs in relation to teaching
effectiveness and teaching methodology are analyzed. Strengths and weaknesses
of Northeastern University's MBA and MDP as seen by participants are assessed.
Implications for both industry and universities postulate that Northeastern's
experience has wider application to other university programs.

- 547 QUANTITATIVE EVALUATION OF MANAGEMENT COURSES: PART 1. Cunningham, Cyril.
In Industrial Training International, Vol. 8, No. 9. September 1973.
pp. 279-80, 82.

The author describes how he developed a method of evaluating and comparing
management courses of different types and lengths by applying an ordinal
system of relative values using a process of transmutation.

See Also: 4300 EVALUATION

- 548 QUANTITATIVE EVALUATION OF MANAGEMENT COURSES: PART 2. Cunningham, Cyril. In
Industrial Training International, Vol. 8, No. 10. October 1973. pp. 297-299.

The author shows how an ordinal system he developed for evaluating different
types of management courses can be used to establish the value or success of
a certain subject in a variety of courses.

See Also: 4300 EVALUATION

- 549 ROLE OF THE PERSONNEL MANAGER IN MANPOWER FOLLOW-UP SERVICES. Wortman, Max S., Jr.; Forst, Leland I. In Personnel Journal, Vol. 53, No. 2. February 1974. pp. 98-103.

Effects of followup services (number of clients still employed at placements and employee retention rate) on 234 disadvantaged manpower program participants were studied in an eastern metropolitan Concentrated Employment Program. An organizational team approach (fellow employee, supervisor, and personnel manager) is proposed as a supportive followup link for disadvantaged clients.

See Also: 6550 Unskilled, Low Aptitude, Disadvantaged

- 550 SIX FAILINGS OF UNIVERSITY-SPONSORED EXECUTIVE DEVELOPMENT PROGRAMS. McQuillen, Charles D. In Training in Business and Industry, Vol. 10, No. 4. May 1973. pp. 64-67.

Criticizes the university-sponsored executive development programs as being designed more for the convenience of the institution than for the needs of the business man.

- 551 STAFFING IN MANPOWER TRAINING PROJECTS. A REPORT FROM THE NATIONAL INVENTORY OF MANPOWER PROGRAMS. Petersen, Gene B.; Drury, Thomas F. Bureau of Social Science Research, Inc., Washington, DC. May 1972. 227 p. (PB 214 169), NTIS price, MF \$.95, HC \$6.75.

This study explores the characteristics of personnel in manpower training projects employed under contract with the U. S. Department of Labor. From the data collected, it was estimated that at the end of May 1970 about 47,000 manpower project staff members were being paid directly from contract funds, with a resultant annual cost for salaries and fringe benefits of just over 248 million dollars. Among the characteristics surveyed and discussed in this report are: (1) duties, (2) salaries, (3) employment conditions and work hours, (4) main labor force activity, (5) concurrent employment in other manpower training, (6) prior affiliation with other manpower projects as either a staff member or trainee, (7) use of paraprofessionals and nonprofessionals, (8) college background and formal training, (9) state or local certification, (10) duration of experience, and (11) age, race, and sex of staff members. A final section of the report is devoted to staffing problems cited by project directors, including such problems as staff recruitment and funding uncertainties.

See Also: 3820 Personnel Selection Policies and Practices

- 552 TRAINING MANPOWER DEVELOPMENT WORK SUPERVISORS IN THE USE OF BEHAVIOR MODIFICATION TECHNIQUES TO TEACH JOB-REQUIRED SKILLS. SPECIAL REPORT. Neiswender, Lenore. Mobilization for Youth, Inc., New York, NY. Experimental Manpower Lab. Paper presented at Meeting of American Psychological Association (Honolulu, Hawaii, September, 1972). Oct 1972. 18 p. (PB 213 862), NTIS price, MF \$.95, see catalog for hardcopy price.

The paper describes a current research project now being conducted by the Experimental Manpower Laboratory at Mobilization for Youth (MFY-EML) in New York City. The overall objective the MFY-EML is to develop and test new methods of teaching vocational skills to hard-to-employ youth. The MFY-EML is involved in developing a program to teach behavioral principles to trainees. One of the most important reasons for investigating the behavioral approach to training problems is its central reliance on measurable and observable behaviors, rather than on inner emotional factors. The paper describes and illustrates the scope of the MFY-EML's empirical investigation to find out, aside from hunches or intuition, how effective the behavioral approach really is in its type of training situations.

6300 Labor Education

- 553 EVALUATING EDUCATIVE TEMPORARY SYSTEMS. Dickinson, Gary; Lamoureux, Marvin E. In Adult Education, Vol. 25, No. 2. Winter 1975. pp. 81-89.

The framework of temporary systems theory was the basis for forming theoretical units and propositions pertaining to the outcomes of intensive adult education programs. Empirical indicators and research hypotheses were then developed and applied in the 1972 residential program of the Labour College of Canada.

See Also: 4300 EVALUATION

6400 CAREER EDUCATION

- 554 ADULT CAREER EDUCATION COUNSELING AND GUIDANCE LITERATURE RESOURCE. Northwest Regional Educational Laboratory. Portland, OR. Available from Northwest Regional Educational Laboratory, Lindsay Building, 710 S.W. Second Ave., Portland, OR 97204 (\$1.50). April 1974. 895 p.

The Adult Career Education Counseling Project classified 800 documents relevant to the competencies needed by counselors of adults and has presented them in a classification schema of seven major categories: (1) Counseling and Guidance, (2) Adult Counseling and Guidance, (3) Adult Education, (4) Career Education, (5) Competencies, (6) Training, and (7) Adulthood. Each document was assigned a category or subcategory number. Within each of these major categories a materials resume can be found listed alphabetically according to the author's name. Each materials resume contains the following relevant information: (1) classification, (2) author, (3) title, (4) price, (5) date, (6) pages, (7) source, (8) media, (9) orientation, and (10) subject content. Seven special items have been reviewed at length. Project staff members felt these materials provided an especially good overview of project areas of particular concern, special insights to individual objectives, or

general background information which may be of significance to the user. Search procedural information is appended.

- 555 ANALYZING VOCATIONAL INTERESTS. Omvig, Clayton P.; Thomas Edward G. Kentucky University, Lexington, KY. Division of Vocational Education. Jan 1974. 62 p. (ED 092 673), EDRS price, MF \$.76, HC \$3.32.

After a review of literature on the subject of vocational interests the authors go on to define the main problem investigated in this study, that of determining the relationship between expressed and tested vocational interests of four groups of people (disadvantaged males and females and nondisadvantaged males and females), in this case with 9th grade students. A list of 24 interest areas was used. The findings are tabulated, analyzed and discussed in detail. Differences were found with respect to expressed vs. tested interest areas as follows: disadvantaged males, three areas; advantaged males; ten areas; disadvantaged females, eleven areas; and advantaged females, two areas. Disadvantaged males showed greater interest in all areas than advantaged males, while the findings were mixed for female subjects. Males and females of both groups gave similar rank ordering to the interest areas. Some differences were found between high and low ability students. In comparison with national norms disadvantaged males displayed consistently higher scores. Recommendations for counselors, and others who interpret vocational interest information, are made in the following areas: sex differences, sociocultural differences, and ability differences.

556. A CAREER DECISION-MAKING MODEL UTILIZING ADULT BASIC EDUCATION AND COUNSELING FOR THE UNDER/UNEMPLOYED ADULT AND FAMILY. FINAL REPORT. Drake, James Bob; Morgan, Alice S. Auburn University, AL. Department of Vocational and Adult Education; Huntsville City Schools, AL. July 1974. 177 p. (ED 101 190), EDRS price, MF \$.76, HC \$9.51.

The purpose of the project was to perfect a career decision-making model that could be used by an adult basic education teacher to help the disadvantaged adult upgrade himself educationally and make a realistic career decision based upon his and his family's personal value system; his goal decided upon, the model could be used to help him determine the best route to his selected career. The evaluation of the project attempts to illustrate how the project was interphased with a total adult education program to achieve its objectives, and to improve the total program. The evaluators visited the project four times during the year for program observation and review, and consultation with the project staff. The program description provided is detailed and comprehensive; the evaluators have placed the program in context with many tables of relevant statistical data. Evaluation is made with reference to each of the project's specific objectives. Nearly 5,000 adult learners were served during the year, at a total cost slightly exceeding \$200,000. The economic level of a majority of the learners did not rise during the project's duration, but the program paved the way for future improvement through the educational progress made.

See Also: 1750 Counseling, Guidance
5230 Adult Basic Education - General

- 557 CAREER EDUCATION FOR ADULTS: COMMUNITY RESOURCES MODULE. Auburn University, AL. Department of Vocational and Adult Education; Alabama State Department of Education, Montgomery, AL. Division of Adult Basic Education. Available from Department of VED, Division of Adult Education; Auburn University, 203 Petrie Hall, Auburn, AL 36830 (\$4.00). 1975. 85 p. (ED 109 358), EDRS price, MF \$.76, HC \$4.43.

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the community resources module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas: (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.) The primary instructional objective of the community resources module is "to understand that community resources are utilized by individuals in society in order to obtain a satisfactory mode of living, and that community resources are maintained so that society as a whole may be preserved; and to understand transportation systems and their relation to public problems." A designator coding system identified performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: familiarity with Federal/State/local services and agencies; transportation signs, symbols, and schedules; map use; transportation fares and overnight accommodations; and transportation and public problems. (A 3-page bibliography lists additional resources.)

See Also: 5230 Adult Basic Education - General

- 558 CAREER EDUCATION FOR ADULTS: GOVERNMENT AND LAW. Auburn University, AL. Department of Vocational and Adult Education; Alabama State Department of Education, Montgomery, AL. Division of Adult Basic Education. Available from Department of VED, Division of Adult Education, Auburn University, 203 Petrie Hall, Auburn, AL 36830 (\$3.00). 1975. 53 p. (ED 109 357), EDRS price, MF \$.76, HC \$3.32.

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the government and law module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American Society.) The primary instructional objective of the government and law module is "to promote an understanding of society through government and law and to be aware of governmental functions, agencies, and regulations which define individual rights and obligations." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: vocabulary related to government and law; relationship between the individual citizen and the government; technical functioning of government and the relationship of the individual and the legal system; and governmental role in

regulating economic activities of society and the American tax system. (A 1-page bibliography lists additional resources.)

See Also: 5230 Adult Basic Education - General

- 559 CAREER EDUCATION FOR ADULTS: HEALTH MODULE. Auburn University, AL. Department of Vocational and Adult Education; Alabama State Department of Education, Montgomery, AL. Division of Adult Basic Education. Available from Department of VED, Division of Adult Education, Auburn University, 203 Petrie Hall, Auburn, AL 36830 (\$4.00). 1975. 101 p. (ED 109 356), EDRS price, MF \$.76, HC \$5.70.

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the health module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.) The primary instructional objective of the health module is "to insure good mental and physical health for the individual and the family." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: basic medical and physiological terminology; basic health needs and safety measures; available medical and health services; child care practices; preventive care and health maintenance; interaction of self and promotion of effective coping skills; emergency first aid; health and medical insurance; and proper diet and meal planning. (An 18-page bibliography lists additional resources.)

See Also: 5230 Adult Basic Education - General

- 560 CAREER EDUCATION FOR ADULTS: OCCUPATIONAL INFORMATION MODULE. Auburn University, AL. Department of Vocational and Adult Education; Alabama State Department of Education, Montgomery, AL. Division of Adult Basic Education. Available from Department of VED, Division of Adult Education, Auburn, 203 Petrie Hall, Auburn, AL 36830 (\$4.00). (ED 109 355), EDRS price, MF \$.76, HC \$4.43.

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the occupational knowledge module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.) The primary instructional objective of the occupational knowledge module is "to develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests, in relation to the economic contingencies of life." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are

communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes; occupational experience vocabulary; source materials leading to employment; occupational categories; vocational testing and counseling methods; commercial/government/private employers; job applications and interviews; standards of behavior for various types of employment; attributes and skills leading to promotion; and financial and legal aspects of employment. (A 4-page bibliography lists additional resources.)

See Also: 5230 Adult Basic Education - General

- 561 CAREER EDUCATION IN THE UNITED STATES TODAY: WHAT IT IS, WHERE, AND THE RESULTS SO FAR. Worthington, Robert M. Northern Arizona University, Flagstaff, AZ. Project Baseline. June 28, 1974. 55 p. (ED 099 693), EDRS price, MF \$.76, HC \$3.32.

One of a series of special studies by Project Baseline, a national effort requested by Congress to gather information about vocational education and manpower training, the report traces the career education movement, beginning with a few isolated State and local activities in the mid 1960s and following it through the decade as it has become implemented in each State. The career education continuum is discussed; touching upon career awareness, occupational exploration and preparation, career guidance and counseling, and placement and follow-up. Reviewing the state of the art nationally, several State programs, model developments, and curriculum developments are described. Four models are presented with a discussion of some of the problems encountered: (1) the school-based model, (2) the employer-based model, (3) the home/community-based model, and (4) the rural/residential model. A review of information needs and an analysis of Federal funding goals and criteria is offered and findings regarding the role of the National Institute of Education in supporting career education activity are tabulated and discussed. Concluding the report is an evaluation of the future prospects for career education as a catalyst for change.

- 562 A CAREER EDUCATION PRIMER FOR EDUCATORS. Wernick, Walter; And Others. Northern Illinois University, DeKalb, IL. ERIC Clearinghouse in Career Education. Available from ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, IL 60115 (\$4.50). Sep 5, 1975. 109 p. (ED 113 486), EDRS price, MF \$.76, HC \$5.70.

The first of two parts of the career education primer focuses on the following aspects of career education: the need for the refocusing of educational systems toward career education; ways of incorporating career development elements, life activities, and a democratic ethic into career education programs; methods of including parents, families, and communities into the process of career education; the fashioning of career education programs out of existing instructional programs; the utilization of career resources available in the community; sample programs in such community involved career education programs at the various educational levels; and the national career education resource center, the ERIC Clearinghouse in Career Education; the planning and evaluation of new career education programs; and the professional commitments which will be necessary to involve educational personnel and institutions in career education. Part two of the primer, a bibliography of ERIC career education literature which comprises over half of the document, describes the ERIC system and

lists 50 pages of career education literature by subject under the headings of: philosophy; programs; program organization, administration, and evaluation; and education in career education.

- 563 CAREER EDUCATION PROVIDED BY BUSINESS AND INDUSTRY IN THE MILWAUKEE AREA. FINAL REPORT. Vancer Kamp, Abigail A. Office of Education (DHEW), Washington, DC; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison, WI. June 30, 1972. 40 p. (ED 070 875), EDRS price, MF \$.76, HC \$1.95.

Focusing on the identification of career education activities sponsored by business and industry in the Milwaukee area, a review of literature pertaining to the home-community based, the school-based, and the employer-based career education models was made, and data from personal interview questionnaires supplied from a Milwaukee survey of job training programs were analyzed by computers. Many businesses and industries in the Milwaukee area seem capable of implementing the employer-based career education model sponsored by the U.S. Office of Education because they are already conducting employee training courses using their own facilities and instructors. Further studies of industry's potential for providing career education training and vocational development programs are recommended. Numerous tables present the data, and resource materials are appended.

- 564 CAREER PATTERNS. A DESCRIPTIVE ANALYSIS OF VOCATIONAL-TECHNICAL EDUCATION AT MONTGOMERY COMMUNITY COLLEGE, 1971-1972. Faber, Joan F. Montgomery College, Rockville, MD. Office of Institutional Research. Nov 1972. 47 p. (ED 071 657), EDRS price, MF \$.76, HC \$1.95.

This third report in a series entitled "Career Patterns" is based on data collected at Montgomery college for the 1971-1972 academic year. The data were collected for 3,115 students and 123 faculty, including instructional aides. The college offered 23 approved vocational-technical programs in 1972. The report data are provided in 15 tables, as follows: I. Descriptive Data of All Students by Curriculum; II. Percentage Distribution of Student Descriptive Data, 1971 and 1972; III. Personal Characteristics of All Students by Occupational Orientation; IV. Age Analysis by Program and USOE Code; V. Enrollment in Occupational Curricula by Class and Sex; VI. Students With Dependents by Curriculum and Campus; VII. Students With Dependents by sex; VIII. Employment Status by Curriculum; IX. Relationship of Employment to Curriculum; X. Employment Status by Curriculum and Class; XI. Employment Status by Curriculum and Sex; XII. Educational and Vocational Expectations by Curriculum; XIII. Educational and Vocational Expectations by Occupational Orientation and Campus; XIV. Descriptive Data of Faculty by Occupational Orientation; and XV. Analysis of Employment Status by Part-Time Faculty. An appendix provides the career survey card; college student record form; and college faculty record form.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING
7700 Junior Colleges, Community Colleges

- 565 CAREER THRESHOLDS: A LONGITUDINAL STUDY OF THE EDUCATIONAL AND LABOR MARKET EXPERIENCE OF MALE YOUTH. VOLUME FIVE. Andrisani, Paul; Kohen, Andrew I. Ohio State University, Columbus, OH. Center for Human Resource Research. Apr 1975. 91 p. (ED 111 961), EDRS price, MF \$.76, HC \$4.43.

This study deals with the impact of collective bargaining coverage on the 1969-1970 labor market experience of young men in blue collar jobs. Specifically examined is the impact of collective bargaining on five dimensions of the labor market experience: (1) hourly rate of pay, (2) hours worked per week, (3) susceptibility to unemployment, (4) duration of unemployment, and (5) growth in hourly earnings. Additionally, the relationship between collective bargaining coverage and racial differentials in these dimensions is explored. Sections deal with: gross union-nonunion differences in labor market experience; union-nonunion differences in personal (including educational background) and situational characteristics; net effects of collective bargaining on earnings and labor market experience; and comparison of racial differences in the union and non-union sectors. Data on the five dimensions are presented according to major occupation group and race. Two major conclusions are: (1) collective bargaining coverage has considerable net impact on earnings of all workers studied and (2) unionized Blacks experience less unemployment than nonunionized Blacks. Appended are: tables showing regression results; a 33-item bibliography; a glossary; an account of sample attrition; a description of sampling, interviewing, and estimating procedures; and the 22-page Census Bureau survey instrument used for interviews in 1970.

Note: Vol. 1 of the study is available as MP 000 718 (ERIC Manpower Research Studies); Vols. 2, 3, and 4 are available as ED 047 104, ED 054 336, and ED 074 280.

See Also: 4800 Black

- 566 AN EXPERIMENT TO TEST METHODS OF INCREASING SELF-DEVELOPMENT ACTIVITIES AMONG RESEARCH AND DEVELOPMENT PERSONNEL. Miller, John A.; And Others. Rochester University, NY. Management Research Center. Feb 1973. 48 p. (ED 078 279), EDRS price, MF \$.76, HC \$1.95.

A total of 450 volunteer subjects from two major U.S. Navy research and development laboratories participated in a field experiment designed to test methods for increasing individual self-development activities. Experimental subjects engaged in career planning efforts consisting of forecasting goal-setting, action-planning, and group discussion. Holdout control subjects participated only after complete criterion data collection on all subjects. Measures were taken from personnel records on the increased self-development activities engaged in by subjects following treatments. These criterion measures were supplemented by followup interview and questionnaire data. Highly significant differences ($P < .001$) were found in the increased number of self-development activities undertaken by personnel at different hierarchical levels. Self-analysis and action planning appeared to be useful at higher (managerial) levels; no effects were found for middle-level personnel. Implications for individual and organizational training and development efforts are drawn.

See Also: 1160 Psychological, Personality Factors
8000 Armed Forces

- 567 EXPLORATIONS; PART I, REVISED: CAREER ACTIVITIES FOR ADULT EDUCATION CLASSES. Feingold, S. Norman. Applied Management Sciences, Silver Spring, MD.. B'nai B'rith, Washington, DC. Career and Counseling Services. June 1975. 75 p. (ED 110 855), EDRS price, MF \$.76, HC \$3.32.

The Adult Career Education Resources Survey was designed to (a) compile career information resources for adults and (b) provide materials that will encourage adult educators to integrate career education activities into ongoing curricula. The document was developed and revised by the Survey staff to meet the second objective; it provides a group of field-tested exercises for use by adult educators which serve to help adult students become familiar with a spectrum of careers and which permit introduction of career materials into other learning contexts. From two to six exercises are provided in each of four curriculum areas: reading, writing, oral communication, and critical thinking. To assist the teacher in integrating career activities into ongoing curricula, every activity includes these characterizations: (1) skills reinforced by the activity, (2) performance objective, (3) materials required, (4) time required, (5) a summary of the activity, which describes briefly the suggested tasks from initiation to completion, (6) potential results, and (7) potential populations for utilization. Information on the field-testing of these activities is provided in the document.

- 568 MOUNTAIN-PLAINS EDUCATION AND ECONOMIC DEVELOPMENT PROGRAM, INC. RESEARCH AND DEVELOPMENT IN CAREER EDUCATION. MOUNTAIN-PLAINS BRIEFING MEMO. Orrie, W. Y. Mountain-Plains Education and Economic Program, Inc., Glasgow Air Base, MT. Oct 1973. 13 p. (ED 091 530), EDRS price, MF \$.76, HC \$1.58.

Described is the Mountain-Plains Education and Economic Development Project, a Federally-funded project for residential, multi-problem, rural disadvantaged family rehabilitation. The project, testing the Fourth National Career Education Research and Development Model (Model 4), is located at Glasgow AFB, Montana, and serves about 180 families concurrently for an average of 9.4 months. The basic premise underlying the program is that family-oriented career education in a rural residential setting represents an effective way to improve the employability, standard of living, participation in community involvement, and life satisfaction of the rural disadvantaged. Program goals are in these major areas: (1) design and development of the model; (2) evaluation of the effects of the model; (3) provision of guides, methods, procedures, research reports, cost analysis, and learning activity packages; and (4) provision of career education to a significant number of rural disadvantaged within a six-state region. Heads of households spend approximately 40 hours a week receiving basic and occupational education; the spouse spends a minimum of 20 hours in the program. Home and consumer management, counseling, leisure skills, cultural and ethnic understanding, and job placement assistance are parts of the program.

See Also: 4750 Disadvantaged Groups - Minority

- 569 NAVY CAREER MOTIVATION PROGRAMS IN AN ALL-VOLUNTEER CONDITION: 1. A COGNITIVE MAP OF CAREER MOTIVATION. TECHNICAL REPORT. Glickman, Albert S.; And Others. American Institutes for Research in the Behavioral Sciences, Silver Spring, MD. Mar 1973. 111 p. (ED 075 701), EDRS price, MF \$.76, HC \$5.70.

This report traces the development of a model of Navy career motivation under the all-volunteer condition. This is an outgrowth of three interview studies in which information about factors influential in enlistment and reenlistment decision was elicited. Interviewee samples included men who were at various stages of considering enlistment in the Navy, as well as personnel in three shortage ratings at four points in their first enlistment. Key influences affecting enlistment decisions are explored. On the positive side, these include job training and educational opportunities, financial benefits, travel opportunities and support from peers. On the other side, associated with lack of interest in the Navy, are factors such as perceived loss of freedom, and incompatible job and educational goals. With personnel now in service, the latter factors were further explored in the context of actual experience. Perceived benefits of training and job satisfaction were associated with positive reenlistment intentions, and loss of freedom and unmet expectations were linked to separation intentions. On the basis of these interview data, a longitudinal model of career motivation is described and key points that may be susceptible to administrative intervention are cited. A set of suggestions from administrative experiments and possible means for implementing indicated changes aiming to enhance career motivation are then offered.

See Also: 8000 Armed Forces

- 570 OCCUPATIONAL SELECTION PROCESS: THE ARGUMENT FOR A CUMULATIVE MODEL. Cosby, Arthur G.; Legere, C. L.; John. Paper presented in the Rural Sociology section of the annual meetings of the Association of Southern Agricultural Workers (Jacksonville, Florida, February 1971). 16 p. (ED 094 226), EDRS price, MF \$.76, HC \$1.58.

During the last few years the research enterprise dealing with the status projections of youth, and in particular, the numerous empirical studies focusing on occupational aspirations and expectations, has increasingly come under criticism within the sociological community. The paper acknowledges the criticism directed toward projection research as generally valid and attributes the difficulties to the lack of agreement on an adequate sociological model. The main thrust of the paper is to construct a cumulative model of the selection process that is both a reaction to, and product of, some of the more obvious weaknesses in projection research. This cumulative model incorporates a restructured concept of "occupational choice" in the form of a six component typology of occupational orientation identified as: specific (+) versus diffused (-), desirable (+) versus undesirable (-), anticipated (+) versus unanticipated (-), realistic (+) versus unrealistic (-), high motivation (+) versus low motivation (-), and adequacy (+) versus inadequacy (-). Developmental patterns along with differing configurations of orientations are viewed as key variables for analysis. The paper concludes with questions for future research and a bibliography.

- 571 RESOURCES: RECOMMENDATIONS FOR ADULT CAREER EDUCATION RESOURCES: SUPPLEMENT. Feingold, S. Norman; And Others. Applied Management Sciences, Silver Spring, MD. B'nai B'rith, Washington, DC. Career and Counseling Services. July 1975. 201 p. (ED 110 854), EDRS price, MF \$.76, HC \$10.78.

The document is a compendium of abstracts of career materials from a variety of media; materials were reviewed not only in terms of suitability for use by adults, but also in terms of quality of career information. Reading levels have been included for each piece of written career information material. A supplement to a previously published resource guide, the document provides additional career information resources, with increased proportions of materials which are produced in audio-visual media formats, written at reading comprehension levels better suited to adults with low levels of reading skills, and/or addressed to the needs of women and minorities. Focus has also been placed on inexpensive or free materials. Entries for printed materials are catalogued according to 16 major occupational areas; audiovisual materials are catalogued separately. Forms employed in the adult career education resources survey are appended.

- 572 THE SIMILARITY OF JOB TYPES REPORTED FROM TWO INDEPENDENT ANALYSES OF OCCUPATIONAL DATA. INTERIM REPORT. APRIL 2, 1973-OCTOBER 12, 1973. Watson, William J. Air Force Human Resources Lab., Lackland AFB, TX. Occupational Research Div. Feb 1974. 57 p. (ED 094 189), EDRS price, MF \$.76, HC \$3.32.

Occupational analysts using Comprehensive Occupational Data Analysis Programs (CODAP) make subjective decisions at various stages in their analysis of an occupation. The possibility exists that two different analysts could reach different conclusions in analyzing an occupation, and thereby provide divergent guidance to management. Two analysts, working independently, performed job typing using CODAP on occupational data collected by a single administration of a job inventory. Each analyst selected the same size sample, at random but without any cases common, from the total survey. The job types identified by each analyst were compared to determine whether they were significantly different in any respect. Superficial differences appeared between the results of the two analyses, but were largely resolved when job types reported by the first analyst were compared not only on a one-to-one basis with job types reported by the second analyst, but also with combinations of job types reported on the second occasion. The contents of this report are highly technical and will be of primary interest to persons working in the field of occupational analysis, both in terms of content and application of techniques. (Included are 54 statistical tables.)

- 573 SUPPLEMENTAL LITERATURE RESOURCE FOR ADULT CAREER EDUCATION COUNSELING AND GUIDANCE. Northwest Regional Educational Lab., Portland, OR. Feb 1975. 136 p. (ED 109 379), EDRS price, MF \$.76, HC \$6.97.

Following the same format as the original document "Adult Career Education Counseling and Guidance Resource," the guide provides supplemental information on sources relative to the field of adult counseling and guidance. The resource aid, which is directed to the adult educator or counselor as well as graduate students in adult or counselor education, contains 103 resumes dating from 1963 through September, 1974. Efforts were made to identify the major doctoral dissertations written in the past few years relative to this field.

Each document has been assigned category or subcategory numbers according to a classification schema of seven major categories and 32 subcategories. The seven major categories, which form the seven major sections of the resource guide to which resumes were assigned, are: (1) counseling and guidance, (2) adult counseling and guidance, (3) adult education, (4) career education, (5) competencies, (6) training, and (7) adulthood. Each resume contains the following information: author or corporate author, title, price, date, number of pages, source, medium, orientation (use of ERIC descriptors), and subject content.

See Also: 0010 PHILOSOPHY, POLICIES, GENERAL OBJECTIVES
1750 Counseling, Guidance

- 574 A THEORETICAL SYNTHESIS OF THE OCCUPATIONAL CHOICE PROCESS: TOWARD AN INTEGRATIVE MODEL. Falk, William W. Paper presented at the Rural Sociology Section of the Southern Association of Agricultural Scientists (Memphis, Tennessee, February 1974). 18 p. (ED 092 804), EDRS price, MF \$.76, HC \$1.58.

In providing a general systems theory approach to the study of occupational choice two major goals are: (1) present a macro level framework in which extant theoretical approaches and concepts may be ordered; and (2) explicate the complexity of dealing with only one partially developed submodel derived from the broader model of relationships about status projections. Various approaches to the study of occupational choice include the adventitious versus the developmental approach, occupational choice theories, macro models of occupational choice, and certain conceptual considerations. There is a need for a broader framework, and a systems perspective could be applicable. A derived submodel illustrates at least one direction in which developmental occupational choice theory and status attainment theory can proceed. (A 57-item bibliography is included.)

- 575 360 DEGREES PROJECT: FINAL REPORT OF 1972-73. NATIONAL CAREER EDUCATION TELEVISION PROJECT. Wisconsin University, Madison, WI. University Extension. June 1973. 43 p. (ED 102 430), EDRS price, MF \$.76, HC \$1.95.

Project 360 Degrees was a mass-media, multi-State, one-year effort in adult career education initiated by WHA-TV, the public television station of the University of Wisconsin-Extension, and funded by the U. S. Office of Education. The overall goal of the project was to provide, through a coordinated media system, information and motivation that would enable less educated adults to make informed choices about their life careers. WHA-TV produced 26 magazine-format, color television programs, 26 three-and-a-half minute radio programs, 13 issues of an easy-to-read newspaper, and varied promotional materials. Project 360 Degrees became a national effort through a consortium of agencies representing 13 States. Additional media, such as telephone action lines, and personal contacts were added in some States. It was recommended that more time, money, and relevant facts were needed for the television programs. A summary of reports from the consortium States, audience responses, a reprint of an article from Manpower magazine describing the project and the proposal evaluation of Project 360 Degrees are included.

See Also: 3200 Educational Television

576 WHITE AND BLACK CAREERS DURING THE FIRST DECADE OF LABOR FORCE EXPERIENCE.
PART I: OCCUPATIONAL STATUS. Coleman, James S.; And Others. In Social
Science Research, Vol. 1, No. 3. September 1972. pp. 243-270.

Retrospective life history data are used in this analysis of the processes which lead to differential levels of occupational success, using data collected from cohorts of black and white men.

6500 OCCUPATIONAL EDUCATION -- INDUSTRIAL TRAINING
Vocational Rehabilitation

- 577 DISABILITY CLUSTERING AND BEHAVIOR INTERACTIONS IN VOCATIONAL REHABILITATION. Walls, Richard T. In Rehabilitation Research and Practice Review, Vol. 4, No. 2. Spring 1973. pp. 81-87.

A sociometric study of 70 male and 32 female vocational rehabilitation clients at the West Virginia Rehabilitation Center concluded that clients with visual, hearing, mental retardation and orthopedic disabilities were found to associate most with others having that same disability; however, this was not true for psychoneurotic clients.

See Also: 5000 Mentally Disabled
5025 Physically Disabled

- 578 EDUCATION FOR JOBS: 'THE GREAT TRAINING ROBBERY. Berg, Ivan. Available from Praeger Publishers, 111 Fourth Ave., New York, NY 10003 (\$7.50). 1970. 219 p.

Dr. Berg's study, based on extensive data, challenges some conventional assumptions about the relationship between education and jobs--many workers are overeducated for their jobs, salaries are not necessarily closely related to education; many teachers and social workers earn less than plumbers and professional athletes; an employee's productivity does not vary systematically with his years of formal education; the rate of turnover is positively associated with high education. Among workers in lower skilled jobs, dissatisfaction increases as educational levels rise. Better educated employees are often rated as less productive. The practice of basing teachers' salaries on credits they earn toward higher degrees actually encourages teachers not to teach since those who feel overtrained tend to seek administrative positions or better-paying jobs in industry. In the armed forces high-school graduates are not uniformly and markedly superior to nongraduates and training on the job is more important than educational credentials. Dr. Berg asserts that it is fundamentally subversive of education and democratic values not to see that, in relation to jobs, education has its limits. The crucial employment issue is the overall level of employment and the demand for labor in a less than full employment economy.

- 579 EFFECTS OF TASK INDEX VARIATIONS ON TRAINING EFFECTIVENESS CRITERIA. Wheaton, George R.; Mirabella, Angelo. Naval Training Equipment Center, Orlando, FL. Oct 1972. 94 p. (ED 073 237), EDRS price, MF \$.76, HC \$4.43.

A feasibility study was undertaken as part of a program to develop quantitative techniques for prescribing the design and use of training systems. As the second step in this program, the present study attempted to: (1) refine quantitative indices employed during the early research, (2) conduct laboratory research on the effects which task index variation have on training criteria, and (3) support the laboratory results with data gathered in the field. In one laboratory study, effects of variations in task indices on skill acquisition of a set-up task were examined, while in a companion effort, preliminary data were collected on relationships between task index variations and performance during transfer of training. In the field study quantitative task index data were related to ration estimates provided by

instructors on four training effectiveness criteria. Significant multiple correlations were obtained between task indices and speed and accuracy of performance during skill acquisition. Predictor patterns changed over time and between criteria. Set-up task speed was predicted early in training, while errors made were predicted later during acquisition. Similar but more provisional relationships were found during transfer of training. The results continue to indicate that quantitative task index data can be predictively related to training criteria.

See Also: 8000 Armed Forces

- 580 EVALUATING OCCUPATIONAL EDUCATION AND TRAINING PROGRAMS. Wentling, Tim L.; Lawson, Tom E. Available from Allyn and Bacon, Inc., Longwood Division, 470 Atlantic Avenue, Boston, MA 02210 (\$11.95). 1975. 355 p.

Designed to serve as a handbook and guide, the comprehensive book addresses itself to educational evaluation for teachers and administrators of occupational education in public elementary/secondary/postsecondary programs and for administrators and personnel connected with private instructional programs in schools and industrial programs. However, the methodology is also adaptable to the evaluation of other academic programs. An introductory chapter briefly summarizes the history of evaluation and presents two current, widely accepted definitions of evaluation, the decision-oriented definition (Phi Delta Kappa Commission on Evaluation) and the evaluator judgment definition (Worthen and Sanders). The remaining nine chapters of the book are directed to improving the utilization of evaluation procedures, with the end result of improving decision-making and, ultimately, improving programs. Chapters three through eight provide specific evaluation procedures; student assessment, student follow-up, employer survey, consultative team evaluation, personnel evaluation, and cost analysis. Individual chapters provide practical, class-tested evaluation activities and numerous example forms and instruments to aid in evaluation; extensive bibliographic references are included at the end of each chapter. The concluding chapter presents a general overview of how changes occur within educational programs and how evaluation results can be used to bring about change and improved programs.

See Also: 4300 EVALUATION

- 581 EVALUATION OF DECA IN-SERVICE EDUCATION. Riley, Clayton. In Business Education Forum, Vol. 28, No. 7. April 1974. pp. 19-21.

Described and evaluated is a summer in-service training institute designed for Distributive Education Clubs of America advisors. The institute consists of three parts: one week of classroom instruction, a two-week research session, and the conducting of in-service training at later regional meetings.

See Also: 3010 Inservice

- 582 EVALUATION OF THE EFFECTIVENESS OF INSTITUTIONAL MANPOWER TRAINING IN MEETING EMPLOYERS' NEEDS IN SKILLS SHORTAGE OCCUPATIONS. FINAL REPORT. Olympus Research Corporation, Salt Lake City, Utah. June 1972. 354 p. (ED 069 850), EDRS price, MF \$.76, HC \$18.40.

Reasons for the failure of the Manpower Development and Training Act (MDTA) of 1962 to meet its major objective of alleviating skills shortages are recorded and analyzed. The lack of skills shortages was admitted to be the main reason for the shortcomings in performance, although the term "skills shortage" had yet to be defined and skills shortage occupations had not been identified. Of 905 demand occupations identified in 14 labor market areas, 156 occupations fell within MDTA's scope and of these, there were institutional Manpower Training programs for 88. Other inhibitors of program effectiveness and related problems include: (1) lack of a system to define or identify demand occupations at the local level, (2) restrictions imposed on present job training programs, and (3) the questionable benefits to be derived by adding additional training programs. Data were collected nationally by examining hard-to-fill job orders at government employment services, performing a want-ad analysis, and interviewing over 25 employers as well as others knowledgeable about manpower conditions. Numerous tables present the data (A few pages may be illegible.)

- 583 AN EXPERIMENT IN USING LAY-OFF TIME FOR IMPROVING WORKERS' ADVANCEMENT POTENTIAL. REPORT ON TWO YEARS OF THE JOB ADVANCEMENT TRAINING PROGRAM. Texas Congressional District Number 24. Oct 1972. 82 p. (DIMA-82-34-70-31-2), NTIS price, MF \$.95, HC \$3.00. (ED 075 605), EDRS price, MF \$.76, HC \$4.43.

The Job Advancement Training Program (JAT) was an experimental demonstration project to determine whether workers, employers, and community agencies would perceive value in and respond positively to non-skills training opportunities offered to workers during periods of temporary layoff, and also to determine if the training seemed to have increased promotion possibilities for the enrollees. Conclusions from the project experience show that temporarily laid-off workers (the primary target group) will not enroll. The program attracted relatively young and inexperienced workers on indefinite or permanent layoff. The target group perceived no job-related benefits in such training, because in most industries worker advancement and promotional systems are negotiated through the collective bargaining process which ensures advancement on the basis of seniority. Employers response to the JAT concept was minimal as they could not perceive any area of self-interest. Findings suggest that application of such a program would be of potential benefit only in industries where internal labor market practices are not rigidly tied to a worker's seniority.

- 584 FACILITATING ADAPTATION TO CHANGE: A CASE STUDY IN RETRAINING MIDDLE-AGED AND OLDER WORKERS AT AER LINGUS. Mullan, Cathal. In Industrial Gerontology, No. 15. Fall 1972. pp. 20-39.

Sustained growth in air cargo has outstripped handling facilities. Aer Lingus switched from a shelves and forklifts technology in the cargo warehouse to a semi-automatic warehouse with electronically controlled storage and retrieval of freight, an associated computerized documentation system. A training situation was used as a vehicle to communicate the change process and as an opportunity to check out and improve proposed procedures and methods prior to their introduction in the new system.

- 585 GENERIC SKILLS IN THE REASONING AND INTERPERSONAL DOMAINS. Smith, Arthur DeW.; And Others. Training Research and Development Station, Prince Albert (Saskatchewan). 1974. 75 p. (ED 092 785), EDRS price, MF \$.76, HC \$3.32.

Generic skills are those overt and covert behaviors which are fundamental to the performance of many tasks and sub tasks carried out in a wide range of occupations and which are basic to job specific skills. Generally included in the term are: mathematics, communication, reasoning, interpersonal and manipulative skills. Excluded from generic skills are job specific skills obtainable as part of occupational orientation. In February, 1973, the Training Research and Development Station commenced a three phase pilot study directed to the formulation of generic skills. Phase one, March to July, 1973, examined reasoning and interpersonal skills using data from 35 occupations. Phase three, still in the planning stage, deals with the formulation of generic skills for each of these phases: (1) taxonomy of skills, (2) data collection instruments, (3) data collection, (4) data analysis, (5) develop specifications and (6) dissemination. The intent of this report is to summarize the curriculum development which has been achieved for the mathematics and communications skills and outline the results which have been achieved to date in the reasoning and interpersonal skills.

See Also: 1120 Mental, Perceptual Abilities
Aptitude - Ability Identification - Tests

- 586 THE HAWTHORNE EFFECT IN REVERSE: TRAINEE ORIENTATION FOR THE HARD-CORE UNEMPLOYED WOMAN. O'Leary, Virginia E. In Journal of Applied Psychology, Vol. 56, No. 6. Dec 1972. pp. 491-494.

The problem of successful work acculturation of the hard-core unemployed is complex. A study was made of a special training program by a midwestern utility company. A group of 72 black females formerly characterized as hard-core unemployed were divided into experimental and control groups. All trainees had completed a program of six weeks of basic education and two weeks of occupational training. Those in the control group took part in an additional program of orientation, including sessions with supervisors, group problem-solving, and role-playing. The results suggest a reverse Hawthorne effect. The subjects in the experimental setting did evince positive change in their feeling toward themselves and their levels of aspiration and expectations were raised as a result of group support. However, this motivated many of them to quit to look for better jobs.

See Also: 4655 Education of Women

- 587 IMPACT OF VOCATIONAL EDUCATION AND MANPOWER TRAINING ON THE LABOR MARKET: PROJECT BASELINE SUPPLEMENTAL REPORT. Law, Gordon F. Northern Arizona University, Flagstaff, AZ. Project-Baseline. Aug 1, 1974. 52 p. (ED 099 692), EDRS price, MF \$.76, HC \$3.32.

The report investigates issues in the assessment of the impact of vocational education and manpower training on the labor market. Structurally, the report begins with a review of Federal vocational education and manpower legislation and of evaluative research in vocational education and manpower training. Because this report is essentially an attempt to synthesize existing work, deficiencies in the literature are of prime concern. Sadly enough, these gaps are many. The review is followed by a survey of current practices in vocational education and manpower training. The intent is to define the great American enterprise of vocational education and to identify its strong and weak components. Following this survey is a discussion of the state of the art in vocational education and manpower information systems. This forms a necessary prelude to an analysis of the impact of vocational education and manpower training on the labor market, and to the conclusions of the report. Recommendations are made concerning program evaluation, local accountability for vocational education, routes to employment, State supervision of local programs, information systems, and the need for new types of impact studies.

See Also: 0150 LEGISLATION

- 588 JOB CHARACTERISTICS, PERSONAL INTERESTS, AND RESPONSE DISPOSITION OF INCUMBENTS AS RELATED TO JOB SATISFACTION. Calitz, Coenraad J.; And Others. Purdue University, Lafayette, IN. Occupational Research Center. Oct 1974. 70 p. (ED 107 939), EDRS price, MF \$7.76, HC \$3.32.

The study employs stepwise regression analysis to relate work and total job satisfaction with the following measures: job characteristics as reflected by job dimension scores and work quality dimensions, both being based on the Position Analysis Questionnaire; job-related interests expressed by job incumbents, as measured by the Job Activity Preference Questionnaire; the match between incumbents' job characteristics and their expressed job interests; and general affect, measured by a response disposition scale. Data were obtained from 407 workers in 29 jobs (nine management and 20 non-management) in two telephone companies. Results showed significant correlation between the above measures and both satisfaction criteria, with consistently better predictions of work satisfaction than total satisfaction. Also, correlations were higher and predictions better for management jobs than for non-management jobs. When response disposition was partialled out from work satisfaction, predictions did not change significantly. The results support the hypothesis that work content, personal interests, and the match between worker interests and job characteristics have a significant relationship to job satisfaction. Twenty statistical tables are included, as are four appendixes, which include biographical and questionnaire data, the Job Activity Preference Questionnaire, the Job Description Index, and the Response Disposition Questionnaire.

See Also: 1160 Psychological, Personality Factors
Creativity - Participant Characteristics
Self Actualization - SelfGrowth
Attitude Change

- 589 LEARNING A LIVING ACROSS THE NATIONA: VOLUME III. PART 1: NARRATIVE REPORT. PROJECT BASELINE THIRD NATIONAL REPORT. BASELINE YEAR: 1972-73 (FISCAL YEAR 1973). Lee, Arthur M. Northern Arizona University, Flagstaff, AZ. Project

Baseline. Nov 1974. 108 p. (ED 099 684), EDRS price, MF \$.76, HC \$5.70.

A narrative description of enrollments, costs, and other detail, the document represents the first of a two-part national report of vocational education and manpower training during the school year 1972-73. The Project Baseline study, the third national report, presents the developments of Federal assistance programs throughout the nation and focuses attention on trends in vocational education and manpower training over the three-year period 1970-71 through 1972-73. The statistical tables, upon which the study's conclusions were based, are presented in part two of the report. Findings related to enrollment growth reveal: (1) vocational education was still expanding in 1972-73, (2) growth is uneven--there is little indication of movement toward national equity over a three-year period, and (3) the 1972-73 growth rate dropped to its lowest point since 1962-63. Project Baseline research regarding fiscal policy at Federal and State levels indicate diminishing financial support resulting from inflation and other factors. Research also indicated that Federal and State reporting policies are limited and in need of re-examination. Three appendixes offer a resume of all the national tables in part two, critical professional opinions, and suggestions.

- 590 LEARNING A LIVING ACROSS THE NATION: VOLUME III. PART 2: STATISTICAL ALMANAC. PROJECT BASELINE THIRD NATIONAL REPORT. BASELINE YEAR: 1972-73 (FISCAL YEAR 1973). Lee, Arthur M. Northern Arizona University, Flagstaff, AZ. Project Baseline. Nov 1974. 210 p. (ED 099 685), EDRS price, MF \$.76, HC \$10.78.

The second of a two-part national report on vocational education and manpower training during the school year 1972-73, the document provides 130 statistical tables and six matrices upon which the study's conclusions were based. A narrative description of the findings is presented in part one. The Project Baseline study, the third national report, presents the developments of Federal assistance programs in manpower training and vocational education throughout the nation and focuses on trends during the period 1970-71 through 1972-73. Section one contains the matrices of definitions and the tables based on data collected in 1972-73. Section two includes new tables not previously shown in Volumes One and Two of the Baseline reports and tables based on partial data not available in all States. Section three includes tables based on the data collected in the past three years. Comparisons are made between the years by States and by areas of concern. Included are enrollments, expenditures, completions, and placements for both vocational education and manpower training. Section four offers the 1972-73 results of a national experiment in collecting and analyzing non-aggregate data from State and local educational agencies.. The section's data is illustrative and not intended for informational purposes.

- 591 LONG TERM FOLLOW-THROUGH OF PARTICIPANTS IN THE VERMONT EXPERIMENTAL AND DEMONSTRATION PROJECT. Cashman, John R.; Mattson, Robert E. Vermont State Employment Service, Montpelier. VT. Department of Employment Security. Dec 1974. 67 p. (DLMA 82-48-70-30-18), NTIS price, \$3.00. (ED 109 401), EDRS price, MF \$.76, HC \$3.32.

The report describes a Vermont project begun in 1970 and designed to assess the long term value of the Special Work Project (SWP), or Public Service

Employment, as a vehicle for providing transitional employment to unemployed members of low income families with children receiving public aid. The study attempted to contact and interview the 609 participants who had completed or terminated Special Work Training prior to June, 1973, in order to determine their employment status and public aid recipient status at 9, 12, 18, 24, and 30 months subsequent to SWP. At each follow-through contact, completers were significantly more likely to be employed than were terminators (69% of completers versus 44% of terminators). Among all 486 trainees located and interviewed, there was a significant decrease in persons receiving public assistance, from 58% to 32%, between the time of entry into SWP training and the follow-through contact nine months subsequent to training. The study also describes hourly wage experience over time, types of employment, characteristics of trainees, and trainees' perception of project value. Twenty-two detailed tables are included, and additional project data is appended.

See Also: 1100 ADULT LEARNING CHARACTERISTICS
Concept Formation Visual Perception

- 592 MANPOWER EVALUATION: VULNERABLE BUT USEFUL. Killingsworth, Charles C. In Monthly Labor Review, Vol. 98, No. 4. April 1975. pp. 48-51.

Most of the evaluations of institutional training under the Manpower Development and Training Act are highly favorable. Negative criticism, however, emphasize the uncertainties in these studies and displacement effects of the programs. The article answers these criticisms.

See Also: 4300 EVALUATION

- 593 THE PAY-OFF TO JOB SEARCH: THE EXPERIENCE OF WIN TERMINEES. FINAL REPORT. Pacific Training and Technical Assistance Corporation, Berkeley, CA. June 14, 1974. 56 p. (ED 098 434), EDRS price, MF \$.76, HC \$3.32.

The document reports on a study to determine which job search media are most effective for Work Incentive Program (WIN) clientele and, in particular, whether job placement services associated with WIN program structures are superior in pay-off to other search media. Following the introduction, which summarizes the findings, there are four chapters: (1) a description and analysis of labor force attachment; (2) a description of job search activities and pay-off; (3) an analysis of job search pay-offs; and (4) a retrospective impact evaluation of WIN I. Data on current labor force status, obstacles to employment, recent employment, search patterns, comparisons of search patterns, determinants of job status, weekly wages, job tenure, and expected earnings are tabulated and discussed. Findings are reported relating to the participation of WIN terminees in the labor market and job search characteristics of WIN terminees.

See Also: 5230 Adult Basic Education - General

- 594 PHASE 2--OPTIMIZING THE BENEFITS OF NEIGHBORHOOD YOUTH CORPS PROJECTS FOR RURAL YOUTH: A FOLLOW UP STUDY OF 1144 YOUNG ADULTS. Miles, Guy H.; And

Others. North Star Research and Development Institute, Minneapolis, MN.
1969. 360 p. (PB 185 881), NTIS.

Phase two of the report on the Neighborhood Youth Corps (NTC) is aimed at finding whether systematic relationships exist between identifiable deficiencies in the rural community and the occupational and social adjustment of rural youth. NYC, designed for rural and urban communities to keep youth in schools, was studied in phase one through a literature survey and extensive field work and, in phase two, through a study of 18 counties in 11 north central States selected on the basis of income, population densities, and outmigration rates. From questionnaires mailed to a random sample of 1,211 rural and 367 urban students (with 476 rural and 167 urban respondents) it was found that those who had previously lived in smaller cities or county seat towns adjusted easily to cities; women adjusted more easily than men; those from more isolated areas preferred to remain in urban areas; high school dropouts adjusted poorly to urban living; and successful adjustment depended on reasons for outmigration. Data from the student sample, rural community surveys, and rural education characteristics are summarized and results tabulated. Recommendations are to redefine and broaden: the population to be served, the NYC administration, program objectives, the term "disadvantaged," and services.

See Also: 1160 Psychological, Personality Factors
Creativity - Participant Characteristics
Self Actualization - Self Growth
Attitude Change
2230 Rural Communities

595 A PROJECT TO DETERMINE THE EMPLOYABILITY OF EPILEPTICS. FINAL REPORT. EPI-HAB Phoenix, Inc., AZ. May 1971. 29 p. (PB-214 225), NTIS price, MF \$1.45, HC \$3.00.

A demonstration project (1958-1961) was conducted to establish that a self-sustaining workshop for epileptics can maintain itself competitively and be a viable rehabilitative setting for the epileptic midway between one employable in private industry and one employable only in a sheltered workshop. An EPI-HAB project in Phoenix, Arizona, successfully employed 140 epileptics. Significant findings were: high equality epileptic workmanship can be achieved through proper training; proper training actually improves self-confidence and reduces seizures; entrance into private industry is most assured when initiated by epileptic. Abundant financial tables and time lost data substantiate the project's conclusions.

See Also: 5025 Physically Disabled

- 596 REHABILITATION CLIENT SUSTENTION: A LONGITUDINAL STUDY. WISCONSIN STUDIES IN VOCATIONAL REHABILITATION. Gay, Dennis A.; And Others. Wisconsin University, Madison, WI. Regional Rehabilitation Research Institute. Available from University of Wisconsin, RRRI - 3rd Floor, 415 West Gilman St., Madison, WI 53706 (Free). 1971. 76 p.

Longitudinal studies of disabled persons are relatively uncommon, and studies which have measured objectively the degree to which the disabled sustain their level of functioning after rehabilitation are nonexistent. This study investigated the concept of sustention as it relates to the provision of rehabilitation services. Based on a longitudinal model, a procedure was developed to assess sustention levels and to study possible relationships between sustention and selected client and rehabilitation process variables. The study considered vocational indices of rehabilitation success, as well as social indicators such as family life, community activities, and self-perception.

See Also: 0950 ADULT EDUCATION RESEARCH

- 597 A STUDY OF THE EFFECTS OF SHIFT OPERATIONS ON STUDENT ACHIEVEMENT IN ELECTRONICS TRAINING. Johnson, F. P., Jr. (AD-726 525), NTIS price, MF \$3.95, HC \$3.00. June 1971. 122 p.

Although it was demonstrated that the students on night-shift training did not perform as well as did their fellow students on other shifts, empirical evidence indicated that multi-shift training was successful. The study suggests that the undesirable features of night-shift training can be mitigated by assigning students to the shift that would take advantage of their individual strengths. Other conclusions suggest that the careful management of facilities would further increase learning efficiency by insuring good rest and study facilities as well as providing a more stimulating classroom environment.

See Also: 1120 Mental, Perceptual Abilities
Aptitude - Ability Identification - Tests

- 598 TRAINING AND DEVELOPMENT PROGRAMS: WHAT LEARNING AND RESEARCH HAVE TO OFFER. Schneier, Craig Eric. In Personnel Journal, Vol. 53, No. 4. April 1974. pp. 288-93, 300.

The principles and findings from learning theory and research are presented to publicize the scope of the learning literature applicable to training and development activities, and are grouped in seven categories.

See Also: 0950 ADULT EDUCATION RESEARCH

- 599 TRAINING BLIND PERSONS TO WORK AS TAXPAYER SERVICE REPRESENTATIVES FOR INTERNAL REVENUE SERVICE. FINAL REPORT OF A DEMONSTRATION PROJECT (MARCH 1967-MAY 1971). Knoch, Elmo A., Jr.; Ward, Allan L. Arkansas Enterprises for the Blind, Inc., Little Rock, AR. May 1971. 99 p. (PB-210-696), NTIS price, MF \$.95, see catalog for hardcopy price.

This report describes a 4-year demonstration project conducted by the Arkansas Enterprises for the Blind to determine the feasibility of training blind persons to work as taxpayer service representatives for the Internal Revenue Service. During the period (1967-1971), 10 training classes were completed. Trainees were placed in job positions in 32 states. At least 90 percent of them raised their income or status over their former position as a result of the training.

See Also: 5025 Physically Disabled

- 600 TRAINING IN PRIVATE INDUSTRY.. Iacobelli, J. L. Available from U. S. Department of Labor, Washington, DC (\$.35). Manpower Research Monograph, No. 2. 1971. 20 p.

A survey to ascertain employers' practices in hiring and training of labor, skill shortages, manpower planning and the impact of government training programs and federal financial incentives. Employers considered it their prerogative to train the regular workforce, but even in skill shortages were reluctant to train disadvantaged labor, considering it unprofitable unless the government bore a major part of the cost. The government role was seen to lie in national coordination and financial assistance. Informal learning on the job was the commonest training, only large companies had extensive training programs. Most manufacturers train only when compelled by manpower shortages. A large majority had no manpower forecasting policy. Thus, the roles of government and industry should be clearly defined, especially in respect of disadvantaged labor. There is a lack of data on training activities and manpower planning. Private industry pays little attention to forecasting or training and there is a strong case for greater federal involvement.

See Also: 3015 On-the-job

- 601 VOCATIONAL EVALUATION OF THE CULTURALLY DISADVANTAGED: A COMPARATIVE INVESTIGATION OF THE JEVS (JEWISH EMPLOYMENT AND VOCATIONAL SERVICE) SYSTEM AND A MODEL-BASED SYSTEM. Nadolsky, Julian M. Auburn University, AL. Department of Vocational and Adult Education. Aug 1973. 119 p. (ED 101 203), EDRS price, MF \$.76, HC \$5.70.

The purpose of this study was to compare the overall effectiveness of a vocational education system designed specifically for a culturally disadvantaged population (in this case the Jewish Employment and Vocational Service (JEVS) System) with a model-based system incorporating the techniques and procedures normally employed by vocational evaluators in rehabilitation facilities. The data generated by the study consisted of the types of recommendations and disposition made for the 65 clients at followup intervals of 3 and 18 months after completion. The model-based system was more

productive in developing vocational recommendations and a higher percentage of clients attained and maintained gainful employment over a short time. Eight conclusions are offered relating to the applicability and limitations of the two systems with respect to culturally disadvantaged clients. Three recommendations are made, based upon the results of the study. A bibliography, and the biographical, evaluation, and followup forms used in the study are appended.

- 602 VOCATIONAL FISHERIES EDUCATION WORKSHOP PROCEEDINGS (PORTLAND, OREGON, APRIL 18, 1973). Oregon State University, Corvallis, OR. Extension Service, Marine Advisory Program. April 19, 1973. 51 p. (COM-73-11858), NTIS price, MF \$1.45, HC \$3.50.

This publication is a compilation of nine studies presented at the Vocational Fisheries Education Workshop where commercial fishermen, educators, government officials, and extension agents were gathered for examination of the subject of vocational fisheries training. The studies dealt with commercial fisheries and current training programs. An appendix provides a list of marine technology and commercial fisheries schools.

- 603 WOMEN IN VOCATIONAL EDUCATION: PROJECT BASELINE SUPPLEMENTARY REPORT. Steele, Marilyn. Northern Arizona University, Flagstaff, AZ. Project Baseline. Oct 30, 1974.. 154 p. (ED 099 689), EDRS price, MF \$ 9.76, HC \$8.24.

Reviewing the current status of women in vocational education, the study determines whether there is a cause-effect relationship between school practices and limited job options for women in the world of work. According to a review and analysis of available data, schools at all levels are operating separate vocational education programs for women. Limiting girls to traditional, female-intensive offerings perpetuates and contributes to restricted job opportunities and lower earnings for women graduates. Although women comprise 55.5 percent of total vocational education enrollments and two-thirds of all secondary vocational enrollments, they are concentrated in non-wage-earning home economics and in health and office occupations, fields in which they are most prevalent in the world of work. Findings related to current status of women in the world of work, of vocational-technical education for females, sexism in society and education, and staff related problems for women in education are tabulated and discussed. Affirmative Action for women in education is reviewed in the light of Federal legislation. Implications for change and recommendations are presented, and an appendix lists availability of regulations and guidelines for Affirmative Action.

See Also: 4655 Education of Women

- 604 THE APPLICATION OF DACUM IN RETRAINING AND POST-SECONDARY CURRICULUM DEVELOPMENT. Sinnett, William E. Humber College of Applied Arts and Technology, Toronto (Ontario). RANDA Division. Nov 1974. 245 p. (ED 106 479), EDRS price, MF \$.76, HC \$12.05.

The document is intended to expand and clarify the DACUM (Developing a Curriculum) process and product. As a process, it is a group analysis of a particular job or subject area; as a product, it is one or two sheets of paper showing a skill profile for a job or subject area which can serve as a curriculum outline or plan. The document consists of the following sections: (1) a review of current literature dealing with front end analysis; (2) DACUM as it is currently being implemented; (3) the DACUM procedural manual; (4) DACUM chart information classified by 20 general subject areas or job designations and presented in the document in card file format, each card specifying subject/designation, level, title, developer, terminal performance objectives, and other coded information; (5) advantages and disadvantages of the system; and (6) an epilogue, consisting of comments, coding system information, bibliography, and list of contributors. Appended materials include a sample DACUM chart, a task certification record, and an updated list of 204 DACUM charts offering the name of each program and its developer. (The charts referred to in (4) above, are available from DEX /DACUM Chart Exchange/, 20 Railside Road, Toronto, Ontario M3A 1A4.)

See Also: 5235 ABE - Curriculum, instructional materials

- 605 LEARNING CURVES IN THE EVALUATION OF INSTRUCTIONAL SYSTEMS. Knott, M. T. In Industrial Training International, Vol. 7, No. 12. Dec 1972. pp. 372-374.

The author is Senior Training Officer, Avon Cosmetics Ltd. This was the first evaluation of a training scheme for assembling and packaging cosmetics. New operators were trained on a training line supervised by an experienced instructor. The study intended to produce learning curves for several manual operations. Learning curves were obtained for a control group of trainees on a normal production line doing several different jobs. The trainees were always first on the line, to work at their own speed. After brief instruction in the whole tasks, the trainees' performances were measured at regular intervals and learning curves drawn. The method was repeated for trainees on the training line. Their learning curves reached an asymptote rather than rising steeply to reach the speed of the training line. To analyze these results, variables were identified. One obvious variable between the control group and the training line in this experiment was the speed of the line. If evaluation is designed to improve end result performance variables, an optimum instructional system must be found: this may not be a total of optimum conditions for each part of the system. Learning curves can be an important method in this evaluation.

- 606 PREDICTING LEARNING TIME FOR MANUAL OPERATORS. Allemandy, Kenneth B.
In Training Officer, Vol. 9, No. 11. Nov 1973. pp. 330-333.

This is the first half of a dissertation about a method of predicting the learning time required for tasks consisting of manual skills and is mainly concerned with the fields of production, production planning, and operator training. The article will be continued in the December issue.

See Also: 1100 ADULT LEARNING CHARACTERISTICS
Concept Formation Visual Perception

6550 Unskilled, Low Aptitude, Disadvantaged

- 607 DECISION-MAKING IN THE WORK INCENTIVE PROGRAM. FINAL REPORT. Reid, William J., Ed.; Smith, Audrey D., Ed. Chicago University, Illinois School of Social Service Administration. Mar 1972. 225 p. (ED 064 520), EDRS price, MF \$.76, HC \$10.78.

This study explored the nature of decisions concerning program entry, training component, continuation in the program, job choice, and child care arrangements. The participants were 151 caseworkers, 318 Aid for Dependent Children (AFDC) mothers referred to or participating in one of three Work Incentive (WIN) programs, and 121 WIN team members. To investigate the factors affecting the decisions, the processes that produced them, and the respondents' evaluations of the decisions and decision-making process, structured interviews were held with caseworkers, clients, and team members in Chicago, Cleveland, and Detroit. Analysis of interview data revealed that the caseworker's decision to refer a client to WIN seemed most strongly influenced by her perception of the client's motivation. The majority of the AFDC women thought they would be pressured or penalized in some way if they did not participate in WIN. Despite this feeling of pressure, 90 percent indicated they were "pleased" or "very pleased" over their referral to WIN. WIN team members were in agreement that the other staff members were their most useful source in acquiring information to help them do their jobs. These and other major results are discussed.

- 608 DETERMINANTS OF TURNOVER IN TRAINING PROGRAMS FOR THE DISADVANTAGED. Shlensky, Bertram C. In Personnel Administration, Vol. 35, No. 2. Mar/Apr 1972. pp. 53-61.

The most apparent involvement of private industry in manpower programs to aid the disadvantaged has been through the National Alliance of Businessmen's JOBS program. Despite expenditure of over \$100 million, the impact of the program is unclear. The major dilemma facing the program has been the high turnover of trainees. Only 40% of all hires in funded programs had remained in the program as of January 1970. A study was made of turnover causes in six funded JOBS programs. The companies were a bank, an insurance company, an electronic manufacturer, an aerospace firm, a utility company, and a

retail grocery chain. The results of the study indicate that many of the problems encountered by the firms result from the failure to examine programs from the systems perspective. Firms frequently emphasize selection, training, or job development at the expense of other aspects. The success of a program is dependent on the strength of its weakest link. The most important psychological cost experienced by the trainees was the necessity to acquire appropriate work habits. Clothes, transportation, and personal problems were further costs. Work in menial jobs, welfare, and family provide alternative sources of support for the poor, and an analysis of individual, wage, and company variables regressed on a dummy turnover variable shows that psychological cost-benefit differences explain 44% of the variance in turnover.

- 609 EDUCATING THE EMPLOYED DISADVANTAGED FOR UPGRADING. A REPORT ON REMEDIAL EDUCATION PROGRAMS IN THE PAPER INDUSTRY. Rowan, Richard L.; Northrup, Herbert R. Pennsylvania University, Philadelphia, PA. Wharton School of Finance and Commerce. Available from H. R. Northrup, Director, University of Pennsylvania, Industrial Research Unit, Wharton School of Finance and Commerce, Philadelphia, PA 19104 (\$5.95). 1972. 183 p.

This study is an attempt to determine the impact of adult basic education programs on the upward mobility of disadvantaged workers. The programs studied were utilized by Southern paper companies to increase the promotion potential of Negroes who were originally employed for unskilled jobs without opportunities for advancement. The study found that the programs promised more than they could deliver and that there was no relation between the taking of courses, test scores, and job advancement. The few disadvantaged Negroes who completed the courses showed little improvement in arithmetic and virtually none in reading. Programed teaching methods were unsuccessful, and the packaged courses disregarded the trainees' cultural characteristics.

- 610 EVALUATION OF PROGRAMS TO FACILITATE EFFECTIVE PERFORMANCE OF THE DISADVANTAGED WORKER. Holley, William H., Jr. In Training and Development Journal, Vol. 27, No. 2. Feb 1973. pp. 18-21

- 611 THE IMPACT OF URBAN WIN PROGRAMS. FINAL REPORT. Pacific Training and Technical Assistance Corporation, Berkeley, CA. May 5, 1972. 100 p. PB-210-469), NTIS price, MF \$.65, See catalog for hardcopy price.

The focus of the report is on the record and potential of urban Work Incentive (WIN) programs for improving the status of disadvantaged workers. The single most important observation is that WIN program efforts have no significant impact on the number or quality of jobs attained by the disadvantaged. These indices of program output are almost entirely dependent on labor market parameters over which WIN has no control. Nevertheless, WIN efforts are instrumental in raising educational levels and vocational skills, outputs which yield immediate satisfaction to program participants and which also enhance job prospects when labor markets improve. The study is based on 2-year observations in 32 urban areas and includes recommendations for program design.

See Also: 2240 Urban Environments

- 612 IMPACT OF VOCATIONAL EDUCATION AND MANPOWER TRAINING ON TARGET POPULATIONS: ETHNIC GROUPS, THE DISADVANTAGED, HANDICAPPED, UNEMPLOYED, AND UNEMPLOYABLE ADULTS. PROJECT BASELINE SUPPLEMENTAL REPORT. Wall, James E. Northern Arizona University, Flagstaff, AZ. Project Baseline. July 31, 1974. 54 p. (ED 099 686), EDRS price, MF \$.76, HC \$3.32.

One of a series of special reports issued by Project Baseline, a national study of vocational education and manpower training, the study attempts to determine whether the disadvantaged and handicapped have been served by the Vocational Education Act of 1963, the Amendments of 1968, and subsequent legislation. The report is based on a review of Project Baseline, 450 Educational Research Information Center documents, government documents, and other primary sources. Providing a prototype for delineating program impact, the basic components of a delivery system model are described: (1) policy establishment and decision making; (2) development, organization, and management of curriculums; (3) identification and recruitment of persons into training programs; (4) diagnostic procedures for identifying and assessing individual problems; (5) supportive services, and (6) program evaluation strategies and techniques. Program impact is discussed in relationship to policy, curriculum strategies, identification and recruitment strategies, diagnostic procedures, supportive services, and program evaluation strategies. A brief summary of projects by States shows the diversity of programs. Finally, recommendations are proposed focusing on the need for more programs for the disadvantaged and handicapped, personnel training, the development of an individualized instruction program, and the need to develop guidelines for interagency cooperation.

- 613 JOB TRAINING: THE WIN PROGRAM FOR WELFARE MOTHERS. Smith, Georgina M. Rutgers, the State University, New Brunswick, NJ. Institute of Management and Labor Relations. Mar 1972. 201 p. (ED 074 319), EDRS price, MF \$.76, HC \$10.78.

Local results of the Work Incentive (WIN) program, the first nationwide employment program with the clear objective of serving female heads of families, are reported on. Two WIN projects operating in labor markets of different characteristics--one relatively stable and prosperous, the other subject to seasonal fluctuation but showing some sign of employment growth--were chosen for study. These were Paterson and Asbury Park, NJ. An examination of file data for all female participants active in November 1969 was conducted to analyze the employment impact of the program at the two sites. A control group of 40 non-participants was organized to determine what would happen to those not enrolled in the program. Results include: (1) a substantial evidence of occupational upgrading among participants, and (2) improved attitude and self-concept among participants. Recommendations are included.

See Also: 4655 Education of Women

- 614 LABOR FORCE PARTICIPATION OF MALE YOUTHS LIVING IN LOW-INCOME URBAN AREAS. Leigh, Duane E. In Industrial and Labor Relations Review, Vol. 27, No. 2. Jan 1974. pp. 242-248.

Regression results are presented for white and nonwhite racial groups. The results indicate that the participation rates of both white and nonwhite male youths respond similarly to intercity differences in nominal wage rates and extent of job training. However, nonwhite groups are more sensitive to the age-race specific unemployment rate.

- 615 A LONGITUDINAL STUDY OF WIN DROPOUTS: PROGRAM AND POLICY IMPLICATIONS. FINAL REPORT. Franklin, David S. University of Southern California, Los Angeles, CA. Regional Research Institute in Social Welfare. Available from Regional Research Institute in Social Welfare, School of Social Work, University of Southern California, University Park, Los Angeles, CA 90007. Apr 1972. 210 p. (ED 067 473), EDRS price, MF \$.76, HC \$10.78.

California established its Work Incentive (WIN) program to help enrollees earn an income sufficient to free them and their families from dependency on welfare. In evaluating the effectiveness of the program, this study sought to determine why enrollees terminate prematurely from their program and discontinue their employability plans. The study also analyzes personal attributes and history of the enrollee as they bear upon his decision-making process. Based on three interviews with each of the 360 active WIN participants, findings of the study include: (1) initially 61 percent of the enrollees stated they had a job goal, (2) proportionately, the males and the marrieds were absent from the program twice as often as the females and the not marrieds, (3) a direct linear relationship exists between the enrollee's clear understanding of his objective and job goal and his retention in the program, and (4) at the time of the third interview, questions about the clarity of job goal, satisfaction with it, and how it compared with prior jobs failed to distinguish dropouts from those who remained. Also included in this report are recommendations and related discussions.

See Also: 1700 Retention
5230 Adult Basic Education - General

- 616 A MODEL PROGRAM TO INSTRUCT MANPOWER TRAINING PERSONNEL IN THE SELECTION AND APPLICATION OF REMEDIAL INSTRUCTIONAL MATERIALS TO MEET INDIVIDUAL TRAINEE NEEDS. PHASE I REPORT. Technical Education Research Center, Cambridge, MA. June 1972. 114 p. (ED 072 316), EDRS price, MF \$.76, HC \$5.70.

The long-range goal of this program was to develop a sufficient number of qualified personnel to establish and operate Individualized Manpower Training (IMT) systems for disadvantaged and handicapped youths and adults. The objectives were to: (1) develop instructional materials and procedures using a programmed instructional process; (2) train several groups of administrators, counselors, and teachers who are involved in on-going Manpower programs to use an IMT system in basic remedial education; (3) develop prototype materials for a mechanical occupational cluster, which will integrate the pre-vocational and occupational plan with basic remedial education in a total IMT system; and (4) conduct a continuous monitoring of the staff training program during development, assess its impact, and provide observational analysis factors which appear to be related to the success of program implementation. The products and materials prepared during the project were

either completely developed or modified to fit in the IMT system. The IMT system staff were provided individualized staff training courses in the use of basic remedial guides in establishing individualized basic remedial instruction in learning resource centers; in developing a diagnostic profile for each trainee; in developing an individual training plan for each one; and in evaluating the progress of the trainees. The products prepared were printed materials (5 guides and 1 programmed lesson) and tape-slide modules. The findings of the project clearly demonstrate that it is possible to train staff to establish and operate an IMT system within a short time by use of individualized instruction.

See Also: 2735 Coaching, Individual Instruction, Tutoring
5230 Adult Basic Education - General

- 617 PUBLIC SERVICE JOBS AND TRANSITIONAL EMPLOYMENT: AN ANALYSIS OF THE VERMONT EXPERIMENTAL AND DEMONSTRATION PROJECT. Craft, James A. Pittsburgh University, Pittsburgh, PA. Feb 1974. 207 p. NTIS (DLMA-92-42-72-25). (ED 089 131), EDRS price, MF \$.76, HC \$10.76

The three year Vermont Experimental and Demonstration Project, sponsored by Manpower Administration, was designed to provide basic empirical data on the feasibility and usefulness of public service employment as a manpower tool to provide transitional employment opportunities for low income unemployed and welfare recipients. Data was collected on client characteristics according to sex as to demography, educational level, employment, experience, income, and welfare statistics. Eighty-four percent of the project clients were placed in three major job types--service, clerical, and professional/technical/managerial (to a lesser extent, structural jobs) with educational and hospital/health type employers; service jobs were the largest single type of occupational category. Those clients who received welfare generally were shorter term clients receiving modest welfare payments. Data analysis indicated a relatively high transition rate for client and good job retention and welfare reduction for transitioners versus non-transitioners. Conclusions from this study were that public service employment appears useful as a mean of obtaining steady primary employment and was most effective with clients having better work histories and less welfare time.

- 618 REASONS FOR INCOME AND EMPLOYMENT DIFFERENTIALS IN CHICAGO, REPORT PREPARED FOR ILLINOIS INSTITUTE FOR SOCIAL POLICY. Brunner, Gerti L. Rand Corporation, Santa Monica, CA. Mar 1973. 47 p. (ED 089 133), EDRS price, MF \$.76, HC \$1.95.

The effect of training programs on the income and employment duration of low-income residents of Chicago has been examined through data drawn from the 1969 Urban Employment Survey, which reflects differences in such factors as age, race, sex, level of education, occupation, and industry of employment and contains information about participation in conventional and poverty-type training programs. The study indicated high correlation between income and employment and level of education: the earnings of blacks and of women were substantially lower than of white males (after controlling for level of educational attainment, occupation, and industry of employment). Participation in conventional and poverty-type training programs had not raised

trainees' income above those of nonparticipants and had no significant effect upon employment duration. However, it cannot be concluded that participants received no benefit, since comparisons were not made for pre- and post-training earnings and employment duration. Two major areas in need of emphasis were identified as the increasing of skill levels and eliminating racial barriers to upward mobility. Thus far, training programs have not proven an adequate substitute for formal education, and further research is needed on the restructuring of school programs to increase the proportion of students completing high school.

- 619 THE ROLE OF INDUSTRY IN TRAINING THE HARD CORE UNEMPLOYED. Siegel, Jerome. A paper presented at the annual meeting of the Metropolitan Chapter, Human Factors Society (April 1970). 16 p. (ED 102 358), EDRS price, MF \$.76, HC \$1.58.

A project of the Riverside Research Institute (RRI) provided training for 10 hard core unemployed for one year in four vocational skills: computer peripheral equipment operators, electronics technicians, machine operators, and draftsmen. Selection was based on at least an eighth grade verbal and numerical achievement level, tests, and interviews. Major components of the program were: orientation to the program; on-the-job training in all skill areas; job related basic education with additional mathematics; personal and vocational counseling; and sensitivity training of RRI employees. An evaluation indicated that the primary program objective, to provide skills training and a job opportunity to someone who ordinarily would not have had this chance, had been clearly satisfied. Success was also indicated by evaluations in the areas of personnel turnover (six of the 10 were still employed one year after the program and two left to attend college on full tuition scholarships); rate of learning; job performance; and adjustment to working environment (progress in this area was extremely slow, but there were gradual improvements in absentee and lateness records and in diminution of time spent with counselors).

See Also: 1750 Counseling, Guidance

- 620 A SELF-HELP PROGRAM FOR ONE PARENT HOUSEHOLDS. FINAL REPORT. Wolf, Abraham. Associates for Research, Philadelphia, PA. Science Center. May 1971. 87 p. (ED 106 473), EDRS price, MF \$.76, HC \$4.43.

This is a final progress report on a two-year project that developed a basic and clerical skills training system for women from AFDC (Aid to Families with Dependent Children) households that included the establishment of a company employing former trainees. The following were important components: comprehensive education; a day-care facility; individualized learning; evaluation and recording; counseling; incentives, and work transition. An overview of the project is found in the introduction. The personnel subsystem section covers recruiting, screening, intake procedures, and demographic and attendance data. The secretarial section focuses on the clerical and GED preparation and student performance data. The child development section includes a description of the day-care center and its objectives and activities in addition to data on attendance and the characteristics of users and nonusers. The marketing section explains the following goals: to provide semi-protected work experience for work transition cases; to perpetuate training programs;

and to provide jobs, salaries, and advancement opportunities. The evaluation section offers a description and analysis of the evaluating procedures, using questionnaire responses as well as demographic, process, and criterion instrumentation, and responses are appended.

See Also: 4655 Education of Women

- 621 SOME FACTORS AFFECTING EMPLOYMENT AND EARNINGS OF DISADVANTAGED YOUTHS. Roberts, Merkley. In Industrial and Labor Relations Review, Vol. 25, No. 3. Apr 1972. pp. 376-382.

A sample of 195 Negro males aged 18 to 25 drawn from 521 applicants to a pre-apprenticeship outreach program. Employment and earnings data for the 12 months before application and for the 12 test months after training or after application were collected in 1969 for the 110 program completers, 20 dropouts, and 95 rejected applicants. Test year employment and earnings were the dependent variables, and the 14 independent factor input variables in the regression analysis include 10 socioeconomic background variables and four training-related variables. Surprisingly, prior work experience was found to have a negative effect on test-year earnings. The regression coefficients of all the other variables all fall below the .10 level of significance. The results suggest that employment and earnings of disadvantaged youths can be improved and human capital can be increased by selective recruitment, training, and placement.

- 622 A STUDY OF THE EFFECTIVENESS OF SELECTED OUT-OF-SCHOOL NEIGHBORHOOD YOUTH CORPS PROGRAMS (A STUDY OF SELECTED NYC-1 PROJECTS). George Washington University, Washington, DC. Social Research Group. Apr 1971. 604 p. (ED 069 911), EDRS price, MF \$1.08, HC \$31.10.

This paper reports the results of a Neighborhood Youth Corps (NYC) prospective study, which are based on program-sourced information and second-round followup interviews with study subjects. The primary hypothesis that the NYC programs studied had helped enrollees achieve satisfactory adjustment to life and to the world of work was not confirmed, and an early conclusion that the NYC seemed to be most effective with Negro women was not supported by later data. Although there was no clear evidence that the NYC effectively enhanced the employability of the average enrollee, there was evidence that some program components were having a significant effect. Formal skill training, work sites with training and employment opportunities, job development, and job placement assistance appeared to be associated with increased post-NYC employment. Some other major findings were: (1) the NYC is reaching seriously disadvantaged youth with major employability problems, (2) enrollees, on the whole, gave a good report of the usefulness of the NYC program and the helpfulness of work supervisors and counselors, and (3) the attitudes of enrollees are associated with their employability. These and other findings and implications are provided in this report.

See Also: 4625 Young Adults

- 623 EFFECTIVENESS OF PARAPROFESSIONALS IN WORKING WITH LOW INCOME FAMILIES: AN EXPERIMENTAL STUDY. Yerka, Bettie Lee. Paper presented to the Adult Education Research Conference (St. Louis, MO, 1975). 30 p. (ED 110 843), EDRS price, MF \$.76, HC \$1.95.

The study evaluates the educational effectiveness of indigenous paraprofessionals engaged in Cooperative Extension's nutrition education program for low income families in an inner city community of New York City. Of the 20 paraprofessionals, all but one black or Spanish-speaking woman, nearly all gained in knowledge and understanding of teaching and learning strategies, a majority changed their feelings positively toward their job, and a majority rated above average job-persistence factors while on the job. In addition, 10 of the 14 rated on teaching performance with clientele were rated at the mean or above. The experimental and comparison groups of homemakers were demographically similar to the paraprofessionals except for having less education, more and younger children, and being more Spanish-speaking than black. During the program, participants exhibited higher nutritional intakes and levels and more nutritional knowledge than did the nonparticipants. In sum, the study provided evidence that it is possible to select, conduct inservice education for, and place in an inner city community paraprofessional women, of backgrounds similar to their clientele, who can help their clientele improve their nutritional knowledge and practices. Five tables correlating and analyzing by means of stepwise regression the dependent and independent variables are appended.

See Also: 7600 Cooperative, Rural Extension

- 624 FAMILY AIDE DEMONSTRATION PROJECT: DUVAL COUNTY, FLORIDA. FINAL REPORT. Florida State Department of Health and Rehabilitative Services, Tallahassee, FL. Feb 3, 1972. 9 p. (PB 214 321), NTIS price, MF \$.95, HC \$3.00.

This report is a summary of a project utilizing subprofessionals in the field of social work. Conducted in the Jacksonville, Florida area in 1968, the project demonstrated that subprofessionals could successfully perform a wide variety of tasks formerly assigned to social workers. Although early resistance on the part of social workers was apparent, it soon disappeared and the subprofessionals became indispensable to the service delivery system. Evidenced as well was an improvement in the lives of the newly-employed individuals and their families.

See Also: 3050

- 625 HEALTH PARAPROFESSIONALS FOR A MODEL CITIES PROGRAM: A REVIEW AND EVALUATION TWO YEARS AFTER TRAINING. Hill, Barbara. Columbia University, New York, NY. College of Physicians and Surgeons. 1971. 9 p. (ED 065 806), EDRS price, MF \$.76, HC \$1.58.

This paper presents a follow-up of what happened to health service personnel

two years after training in an innovative program. Residents of a disadvantaged community were trained to serve as family health workers, being provided with employment opportunities as well as academic accreditation. The program included academic courses related to community health practice and on-the-job training in public health field settings. The model cities family health worker program was evaluated for the most part as a success. However, if the program were to be repeated, recommendations are made for a closer integration of academic and on-the-job training. In addition, another counselor would be needed to supervise and counsel the trainees. More curriculum input from supporting hospitals in the training process would be an essential addition and hopefully neighborhood health centers would play a greater role in field training.

- 626 NEW CAREERS AND AGENCIES: VIEWS FROM THE TOP. REHABILITATION OCCUPATIONS FOR THE DISADVANTAGED AND ADVANTAGED. WORKING PAPER NO. 3. Sussman, Marvin B. Case Western Reserve University, Cleveland, OH. Department of Sociology. Mar 1973. 52 p. (ED 076 879), EDRS price, MF \$.76, HC \$3.32.

A study was conducted to examine the utilization of paraprofessionals in rehabilitation and social service agencies. Data were obtained through interviews with the directors of 46 public and private rehabilitation and social service agencies. The two types of agencies were compared on 9 sets of variables: manpower, funding, interorganizational linkages, recruitment, hiring practices, community linkages, client population, adequacy of services, and use of paraprofessionals. Results are tabulated and described. The structure and functioning of 23 rehabilitation and 17 social service agencies were then examined to determine the influence such characteristics might have on the agencies' utilization of paraprofessionals. One year later, agency directors were contacted again by mail questionnaire and telephone. Directors generally viewed paraprofessionals as lacking educational credentials; few were aware of the new career model emphasizing empathy, "indigenous" background, and the ability to learn on the job. Less than half the agencies do not utilize paraprofessionals, but little adherence to the new careers model was evidenced by those who do employ them. Supervision and control does not encourage these workers to use their special skills. The followup survey indicated little change in the use of paraprofessionals.

- 627 A STUDY OF THE EXPANDED NUTRITION EDUCATION PROGRAM IN THREE NORTHEAST LOUISIANA PARISHES. THE FINDINGS FROM EXTENSION STUDIES. Williams, Leodrey. Louisiana State University, Baton Rouge, LA. Cooperative Extension Service. Aug 1970. 6 p. (ED 072 358), EDRS price, MF \$.76, HC \$1.58. (M.S. thesis)

The value of a special nutrition program in three northeast Louisiana parishes as to the effectiveness of the structured organizational approach, the teaching methods and techniques used, and use of sub-professional workers from their respective community was studied. The nutrition knowledge of 120 homemakers was determined before any training in nutrition, immediately after eight weeks of training, and again four months later. The personal interview method was used to collect the data. The same questions regarding the kind of food and drink the homemaker had during the 24-hour period prior to the interview were used in each interview. Results of the study showed that participation in the expanded nutrition education brought about changes in food

habits and knowledge of homemakers, but the observation four months later indicated regression in most cases. The structured organizational approach used by extension in conducting the program proved to be a profitable experience for the extension aide.

See Also: 7600 Cooperative, Rural Extension

- 628 TRAINING PARAPROFESSIONALS FOR WORK WITH INFANTS AND TODDLERS. Lally, J. Ronald; And Others. Syracuse University, NY. Children's Center. (ED 066 215), EDRS price, MF \$.76, HC \$1.58.

This report describes the use and training of paraprofessionals at the Syracuse University Children's Center. The Center's primary task is supplying supportive services to low-income families and provides, as part of their day care experiences for the children and their families, staff from various backgrounds and situations so that the children are exposed to many different life styles, personalities, and cultures. Portions of this report on paraprofessionals are devoted to their selection and the method of selection, and training, including prerequisite decisions, availability of materials, training techniques, what the trainers should be alert for, training areas, preservice and inservice training areas, and training spin-offs for people and programs.

6600 Clerical, Sales

- 629 A GUIDE TO THE OPERATION OF A BASIC AND CLERICAL SKILLS PROGRAM FOR AFDC (AID TO FAMILIES WITH DEPENDENT CHILDREN) TRAINEES. Associates for Research, Philadelphia, PA. Science Center. May 1971. 75 p. (PB-236-709), NTIS price, MF \$2.25, HC \$4.25.

The guide is one of the outcomes of an experimental research and demonstration program to develop a system for training mothers on welfare in office skills leading to such positions as secretaries, clerk-typists, office machine operators, and similar jobs. The program was funded for two years (May 1, 1968--April 30, 1970) by the Social and Rehabilitation Service of the Department of Health, Education, and Welfare. Trainees are women on welfare (men are eligible, but none have enrolled to date) who lack job skills and, in most cases, are high school dropouts; the only admission requirement Associates' program imposes is the achievement of a score on the California Achievement Test (CAT) equivalent to that of a beginning seventh grader. The curriculum is individualized for each student with the help of programed instruction and self-instructional materials.

See Also: 4655 Education of Women

6700 Agriculture, Home Economics

- 630 FACTORS INFLUENCING FARMERS TO STAY IN OR DROP OUT OF THE YOUNG FARMER PROGRAM IN WISCONSIN. Matteson, Harold R.; Koene, Wayne G. Wisconsin State Board of Vocational, Technical, and Adult Education, Madison, WI. Wisconsin University, Madison, WI. Department of Agricultural and Extension Education. 1972. 39 p. (ED 075 617), EDRS price, MF \$.76, HC \$1.95.

To determine why some farmers drop out of the Wisconsin Young Farmer program while others continue to enroll and to investigate strengths and weaknesses of the program, questionnaires were mailed to a random sample of 500 students, who were divided into broad categories of dropouts and re-enrollees. Usable returns from 41 percent of the dropouts and 79 percent of the re-enrollees revealed that dropouts were generally older, had considerably more farming experience, owned more of the land they operated, had more net worth, and had slightly more overall education than the re-enrollees. The dropouts also had a tendency to rate their instructor's teaching ability slightly lower, believed the major objective of the program was to acquire information about their farming operation rather than develop problem solving ability, and felt that the program was less relevant to their needs than did the re-enrollees. Dropouts tended to leave the program for purely personal reasons, such as being too involved with civic, religious, social, and farm organizations and/or family obligations.

See Also: 1700 Retention

- 631 SOME FACTORS INFLUENCING DAIRY PRACTICE ADOPTION BY GRADE A MILK PRODUCERS IN SELECTED TENNESSEE COUNTIES. A RESEARCH SUMMARY OF A GRADUATE STUDY. Griffin, Anthony C.; And Others. Tennessee University, Knoxville, TN. Agricultural Extension Service. Mar 1973. 45 p. (ED 076 867), EDRS price, MF \$.76, HC \$1.95.

A study was conducted to determine the relationships between Grade A dairy producers' milk production levels and size of herd and their use of 21 milk production practices recommended by the University of Tennessee. The population consisted of 405 Grade A dairymen in 42 Tennessee counties. The extension agent in each county interviewed 10 or more dairymen. The 21 recommended milk production practices were classified into groups—herd management, breeding management, forage feeding, and concentrate feeding. Milk production levels were significantly related to 14 of the 21 recommended milk production practices. A significantly greater proportion of the producers in the high than in the low milk production group were using each of the 14 recommended practices. Size of herd was significantly related to 8 of the recommended practices. Size of herd was significantly related to only one group, herd management. Level of milk production was significantly related to the total number of recommended practices used. Size of herd was not significantly related to the total number of recommended practices used.

See Also: 7600 Cooperative, Rural Extension

- 632 WHY FARMERS PERSIST IN OR DROP OUT OF YOUNG FARMER INSTRUCTIONAL PROGRAMS. Matteson, H. R.; Thompson, J. F. Wisconsin University, Madison. College of Agricultural and Life Sciences. Available from University of Wisconsin, Agricultural Bulletin Building, 1535 Observatory Dr., Madison, WI 53706 (\$1.15, plus postage); Wisconsin residents from County Extension agents (free). Nov 1972. 16 p. (ED 075 696), EDRS price, MF \$.76, HC \$1.58.

A study was conducted to determine why some young farmers continue to attend Wisconsin's five-year (part-time) instructional program and others drop out. Specifically, both groups were compared in personal characteristics, satisfaction regarding in-class instruction, satisfaction regarding on-farm instruction, and relevance of program to student's needs. Mail questionnaires were sent to a random sample of everyone enrolled for at least one year since 1967; returns totaled 75 for dropouts and 195 for continuing students. It was concluded that: (1) dropouts were generally older and more established in farming--they were interested less in developing problem-solving abilities than in acquiring the most recent technological information; (2) respondents generally were satisfied with their instructors' teaching abilities; (3) general agreement existed that feeds and feeding, crop production, soils and fertilizers, and farm records should receive the most emphasis; (4) respondents were generally satisfied with the administration of the in-class instructional program; (5) more respondents placed greater emphasis on the on-farm instructional part than on the in-class part; and (6) two-thirds or more in each group indicated their needs were almost or completely met by these programs; reasons for dropping out were primarily of a personal nature.

See Also: 1700 Retention

6900 LIBERAL EDUCATION

- 633 CERTAINTY METHOD: ITS APPLICATION TO THE IOWA STATE UNIVERSITY ALUMNI CONTINUING EDUCATION SEMINARS. Ebert, George H. Paper presented at Adult Education Research Conference (Chicago, IL, April 17-19, 1974). 29 p. (ED 092 750), EDRS price, MF \$.76, HC \$1.95.

A study of participants over a five-year period in the alumni seminar series (public and contemporary affairs education) at Iowa State University focused on identifying relevant factors that influenced alumni and spouses to participate, the degree of satisfaction experienced by participants, and how they made use of the information or knowledge gained. Questionnaires sent to 237 participants provided general background information, responses to a seminar participation scale (reasons influencing participation), responses to a list of possible actions resulting from participation, and an identification of educational experiences needed by alumni participants. Results of data from the seminar participation scale produced six distinct factors associated with seminar participation: desire to be intellectually curious, desire to escape from boredom through intellectual pursuits, desire to serve others through intellectual pursuits, desire to enjoy congenial people and the university,

desire to broaden a narrow education, and desire to share intellectually with spouse. Implications of this study for further study by adult and continuing education programs might be the area of spouse or couple involvement. The study also revealed strong attitudes of women participants concerning their desire for intellectual enrichment and involvement. A copy of the eight-page questionnaire is included in the study.

See Also: 7510 Colleges, Universities

- 634 A CRITICAL ANALYSIS OF THREE CASE EXAMPLES OF HUMANITIES EDUCATION PROGRAMS FOR ADULTS. Vorce, Armand Ernest. Ed.D. Dissertation, Boston University, School of Education. Available from University Microfilms, a Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, MI 48106 (Order no. 72-25, 474, Mfilm \$4.00, Xerography \$10.00). 1972. 289 p.

The purpose of this study was to discover the concepts of humanities education and adult education and apply them as a model for analyzing humanities education programs for adults. The literature related to the goals and content of humanities education and the methods and design of adult education was reviewed, yielding basic elements allowing construction of a model. Three adult education institutions offering humanities education programs were then compared with the model. The major findings were that (1) the philosophy and goals of each institution generally harmonized with the model, (2) there was an absence of participative planning and of evaluative processes in the methods and design of adult education, and (3) there were discrepancies between the model and the actual practices of each institution. It was also discovered that each institution lacked enough trained adult educators.

See Also: 4625 Young Adults

6950 HEALTH, MENTAL HEALTH

- 635 COVERT SENSITIZATION TREATMENT WITH ALCOHOLICS. Fleiger, D. L. Alberta University, Edmonton (Canada). 1971. 135 p. (ED 063 560), EDRS price, MF \$.76, HC \$6.97.

An attempt is made to determine whether a behaviorally-oriented conditioning approach, "covert sensitization," is more effective in the treatment of alcoholism than the commonly used problem-solving approach, and whether female counselors employing covert sensitization were more successful than males. Thirty-two subjects selected on admission to an in-patient alcoholism facility were assigned to two treatment groups for the purpose of statistical comparison and evaluation. Eight specially prepared staff counselors (four males, four females) conducted covert sensitization with patients in treatment group one they also participated at least 50% of the time with other staff counselors in treatment group two. A three-month period of abstinence following discharge was selected as the criterion measure in

determining the results of treatment outcome. Appropriate statistical analysis of the criterion data yielded empirical support for both of the hypotheses tested.

- 636 EFFECTS OF CONTINUED CARE: A STUDY OF CHRONIC ILLNESS IN THE HOME. Katz, Sidney; And Others. National Center for Health Services Research and Development (DHEW/PHS), Rockville, MD. Dec 1972. 178 p. (ED 076 874), EDRS price, MF \$.76, HC \$9.51.

This study of chronic illness in the home originates in theoretical and practical questions posed by physicians, nurses, and biometricians. The study covers the following elements: the research plan, the patient sample, providing continued care, interviewing, classification of disease and mental status, effect of treatment program, classification of social factors, and interpretations. (7) methods include statistical methods, evaluation schedule, and intake and outtake variables.

See Also: 5850 Medicine and Health

- 637 HEALTH MAINTENANCE EDUCATION AND SERVICES FOR SENIOR ADULTS: PROGRAM RESUME: PROJECT S.M.I.L.E. (SERVICES TO MAINTAIN INDEPENDENT LIVING FOR THE ELDERLY). Menker, Barbara W. June 1974. 33 p. (ED 106 524), EDRS price, MF \$.76, HC \$1.95.

The program to provide basic health information and skills for older persons was sponsored by the city of Palo Alto with the cooperation of 14 health agencies. Weekly morning classes featured 12 topics ranging from exercise to coping with cancer and were presented by health professionals in as non-technical a manner as possible. The classes were attended by an average of 32 persons, most of them aged 66-75. This report describes and covers the target population, personnel and financial arrangements, publicity, registration, course outlines, the participants, elements of the program, sponsorship and agency participation, attendance, expenditures, continuation of parts of the program, and recommendations. A major section is devoted to the results of program evaluation completed by 29 attendees, who rated the sessions favorably. Throughout the report, many details are included to give a picture of organization, attendance, and overall reactions.

See Also: 4635 Older Adults

- 638 PATIENT EDUCATION LEADS TO BETTER CARE FOR HEART PATIENTS. Rosenberg, Stanley G. Reprinted from Health Services and Mental Health Administration Health Reports. Sep 1971. 10 p. (ED 091 534), EDRS price, MF \$.76, HC \$1.58.

The staff of a heart and circulatory disease program of a State Department of Health conducted a special project at a city hospital which showed that a well-organized treatment and education program for patients with congestive heart failure increased the patient's knowledge of his disease, medication, and diet as well as his adherence to a prescribed regimen, and significantly reduced the number of readmissions. A multidisciplinary team from several

agencies with a coordinated educational approach was more effective in treatment than the same agencies providing uncoordinated treatment but similar care. An "education prescription" devised by the entire team for each patient became the focal point and format for decision-making; it was the official mode of treatment and part of the patient's chart. The low level of formal education among the patients necessitated involvement of other family members in treatment, and weekly group sessions were attended voluntarily by patients as an educational supplement to the "prescription".

7000 HOME, MANAGEMENT, CONSUMER EDUCATION

- 639 FACTORS INFLUENCING BLOUNT COUNTY, TENNESSEE HOME DEMONSTRATION CLUB MEMBERS' USE OF CONSUMER CREDIT. --A RESEARCH SUMMARY OF A GRADUATE STUDY. Neas, Ethel Josephine; And Others. Tennessee University, Knoxville, TN. Agricultural Extension Service. Dec 1972. 29 p. (ED 075 711), EDRS price, MF \$.76, HC \$1.95.

A study was made of the use of consumer credit by Home Demonstration Club (HDC) members in Blount County, Tennessee, as a basis for planning educational programs. Data were secured by group interviews from 237 Home Demonstration Club members representing 24 clubs. The data were classified according to the members use of consumer credit: those who were using consumer credit and those who were not. Of the group, 162 were using some form of consumer credit. Twenty-two variables were identified and used as a basis of comparison. Contingency tables were used to show the relationship between the dependent and the independent variables. Chi square values were accepted as statistically significant at the .05 level. Use of loans by the members was found to be significantly related to the following personal and/or family characteristics: age of respondents, marital status, place of residence, having one or more children, total number of children living at home, occupation of husband, total family income, use of credit cards, number of items purchased on credit, and feelings concerning overuse of credit. Characteristics not significantly related to members' use of consumer credit were: number of years as HDC member, level of education, and frequency of family income. Implications and recommendations are made.

See Also: 4655 Education of Women
7600 Cooperative, Rural Extension

- 640 RELATIONSHIP BETWEEN UNION COUNTY, TENNESSEE HOMEMAKERS' PRACTICE ADOPTION SCORES ON BUDGETING AND RECORD KEEPING PRACTICES AND SELECTED PERSONAL AND FAMILY CHARACTERISTICS. Hobt, Anne S.; And Others. Tennessee University, Knoxville, TN. Agricultural Extension Service. Aug 1972. 22 p. (ED 068 755), EDRS price, MF \$.76, HC \$1.58.

A random sample of 86 homemakers was included in this study to determine the relationship between the homemakers of Union County's use of recommended budgeting and record keeping practices and selected characteristics. The personal and family characteristics considered were the age of the homemaker, age of the homemaker's husband, and employment status of the husband. Homemakers who had high total practice adoption scores on budgeting and record keeping were younger than those with lower scores, had younger husbands, and had husbands employed full-time off the farm. Homemakers with high scores tended to be better educated, to be unemployed outside the home, have higher incomes, and be making payments on their homes. The results indicate that disadvantaged homemakers in Union County have special needs in money management which are not being met by existing agencies.

See Also: 7600 Cooperative, Rural Extension

- 641 AFTER INNOVATION: PERSPECTIVE ON A PARENT ORIENTATION PROGRAM. Celio, David L. 1971. 18 p. (ED 065 805), EDRS price, MF \$.76, HC \$1.58.

This paper describes the Summer Parent Orientation Program at the University of Maryland and an evaluation of the program several months later. The goal of the program was to educate parents in the facilitation of their son's or daughter's transition from high school to college. Another goal was to recognize parents as a vital part of the university community. This recognition was attempted through a response to the needs of the parents. The incongruence in values between the generations shows the need for efforts at improving understanding among children, their parents, and the university. The results showed that parents who attended the orientation program generally approved of it, evaluating the program favorably. They continued to regard the program highly during the school year. From the data it appears that the program was successful, because it made the university more familiar to the parents and because it allayed fears of the parents that their son/daughter would not succeed.

- 642 APPROACHES TO USE OF OBSERVATIONAL METHODS OF A STUDY OF PARENT-CHILD INTERACTION. Baumrind, Diana. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, April 1, 1973). 16 p. (ED 075072), EDRS price, MF \$.76, HC \$1.58.

The methodology discussed is used in ongoing research to contrast the effectiveness of several patterns of parental authority with the same children at different ages. The first characteristic of these methods is the use of trait and behavior ratings to assess dispositional tendencies. The construct of a dispositional trait is used to account for continuity and stability within the personality. Situation, particularly a laboratory setting, can strongly affect behavior, but the extent to which an individual's behavior is situation-specific is itself a dispositional property. The validity of ratings partly depends upon the observer's ability to project himself into the position of the subject. The second characteristic of this methodology is the use of multiple stimuli and behavior settings. The three measures used here are self-report, interview and observation. Self-report avoids the problem of observer reactivity, but not of response set. Interview is useful in conjunction with observation; the symbolic meaning to the parent or child of the observed behavior is explored. The observational procedures used are laboratory experimental procedures, structured observations, and naturalistic observation. Safeguards to protect against bias in naturalistic observation are: explications of expectations in clear hypotheses, definition of hypothetical constructs, direct confrontation during data collection in which staff members correct each other's biases, and use of overlapping and intersecting sources of data.

- 643 FAMILY PLANNING: EXTENSION AIDES SEE NEED. Brand, Jean. In Journal of Extension, Vol. 10, No. 3. Fall 1972. pp. 25-35.

Study of nutrition program aides shows that most (1) see a need for family

planning education among clientele, (2) strongly favor family planning and birth control, and (3) would be willing to teach homemakers about these subjects if they had training.

- 644 FAMILY PLANNING INFORMATION: DO LOW-INCOME FAMILIES NEED AND WANT IT? Brand, Jean. In Journal of Home Economics, Vol. 64, No. 5. May 1972. pp. 2-5.

Family planning and birth control information programs are not officially part of the Expanded Food and Nutrition Program of the Department of Agriculture's Cooperative Extension Service, but program aides began telling the home economists administering the local units that birth control information was being requested. Questionnaires were sent to a random sample of nutrition aides throughout the United States. The return was a phenomenal 95%. These aides are highly similar in ethnic background and religion to the homemakers they work with. Two-thirds of the aides had encountered requests for birth control information. They attributed nonuse of birth control to lack of knowledge, objection by the male partner, and fear that the methods are dangerous. Of the respondents, 87% indicated a willingness to teach family planning if they were trained for it.

See Also: 4760 Poor

- 645 THE HOME POINT SYSTEM: TOKEN REINFORCEMENT PROCEDURE FOR APPLICATION BY PARENTS OF CHILDREN WITH BEHAVIOR PROBLEMS. Christophersen, Edward R.; And Others. Kansas University, Lawrence, KS. 1971. 38 p. (ED 063 538), EDRS price, MF \$.76, HC \$1.95.

Reported parent-child problems within the home are often composed of numerous instances in which the children refuse to help with household chores, bicker among themselves or engage in verbally inappropriate behavior toward the parents. Traditional family therapy, even when long-term, has not been notably successful in ameliorating these problems. Three sets of parents, with a total of six children between the ages of five and eleven, were taught to administer a token economy within their home, similar to the achievement place model. The parents received instruction in specifying desired social and chore behavior, communicated these behavioral goals to their children, took data on their occurrence and managed a point system. Data is reported on the measurement and modification of fifteen problem behaviors in Family 1, five in Family 2 and six in Family 3. Multiple baseline and reversal research designs were employed to demonstrate causality. All 26 behavior changes were rated as significant improvements by the parents.

- 646 INDIVIDUALIZED AMELIORATION OF LEARNING DISABILITY THROUGH PARENT-HELPER-PUPIL INVOLVEMENT. FINAL REPORT. Murray, Beulah B. Austin Peay State University, Clarksville, TN. Apr 1972. 79 p. (ED 068 497), EDRS price, MF \$.76, HC \$4.43.

The study assessed the feasibility of training parents to ameliorate their children's learning disabilities in the area of reading. Parents were

instructed in teaching their own children. Differences in gain scores and learning rate on the reading instruments tested the hypotheses of efficacy of parental help for 26 second graders. Treatment included diagnosis, teaching the parents personality theory, learning theory, and reading methodology, demonstration lessons with children, and parents teaching their children in 12 one-hour practicums. Analyses of variance and covariance on the California reading grade equivalent scores and percentiles failed at the .05 significance level. Percentile rank by the one-tailed T test using the paired difference method approached significant rank loss for controls at the .10 level. Improvement on learning rate for the 14 experimental subjects was significant at the .001 Alpha on the oral reading inventory using the T test, paired difference method. Gain scores on inventories were significant at the .005 level by variance and covariance analyses. It is concluded that the findings indicate that some parents can be good remedial resources for their children's learning difficulties.

- 647 INTERVENTION PROGRAMS DESIGNED TO IMPROVE COMMUNICATION BETWEEN PARENTS AND STUDENTS. Winkworth, John M.; And Others. Paper presented at the American Personnel and Guidance Association Convention (Chicago, IL, March 25-30, 1972). 23 p. (ED 068 855), EDRS price, MF \$.76, HC \$1.58.

Three communication programs were designed to improve the communication styles and the nature of interactions between parents and their sons or daughters attending college. The programs focused generally on: (1) telling parents what college life is like and about some of the major concerns and worries of students, and (2) presenting parents with different models of interacting with students. Two major communication programs consisted primarily of a series of mailings to parents and third involved direct personal contact with parents during a summer orientation. The results showed that in general, parental reactions were quite positive. Also, the series of mailed treatments appeared to have little or no impact on parental communication styles. In conclusion, it appeared that for the type of parents who participated in this program, a mailed treatment involving written material was not powerful enough to have an impact upon parental attitudes or communication styles.

- 648 THE ONE-PARENT FAMILY: REPORT OF AN INQUIRY ON ONE-PARENT FAMILIES IN CANADA. Thomson, Lillian. Canadian Council on Social Development, Ottawa (Ontario). Oct 1971. 173 p. (ED 069 939), EDRS price, MF \$.76, HC \$8.24.

To ascertain how one-parent families see their problems and how the community and government help them find solutions, interviews were held with 113 heads of one-parent families in Nova Scotia, Quebec, Ontario, and Vancouver, and 44 consultations were held with representatives of departments and organizations that serve one-parent families. Discussions are presented of the data obtained, under the following subject headings: The Parents; The Children; Some Special People; and Community Services for the One-Parent Family (public welfare, training and education, housing, family courts and legal aid, day care of children, health services, Big Brothers/Big Sisters, churches, summer camps, counseling services, family life education, homemaker services, some new forms of organization, and organizations of sole parents). The 47 recommendations resulting from the study are listed under the following headings:

income; employment and social assistance; training and education for parents; legal procedures affecting children; custody and access; family courts; housing; day care; homemaker services; Big Brothers and Big Sisters Associations; family life education; holiday services; health; the network of services; help to newly separated parents; new forms of community services; and central organization of sole parents. Appendixes provide: statistical data; interview guide for heads of one-parent families; interview guide for agencies; memorandum to public health nurses, social workers, and others; questionnaire for one-parent organizations; and references.

- 649 AN OVERVIEW OF THE PARENT PROJECT. Wohlford, Paul. Portions presented at the Annual Meeting of the American Psychological Association (Washington, DC, September, 1971). 1972. 6 p. (ED 069 390), EDRS price, MF \$.76, HC \$1.58.

An overview is presented of the final report of the Parent Project, which sought to demonstrate whether participant group methods are suitable for helping low-income parents help themselves and their preschool children in Head Start. The nature, rationale, and interrelationships among the various components of the project are specified. The first part of the report reviews studies to prepare measures for the Parent Project--The invention, refinement, and replication of appropriate research instruments to use with the basic panel of Parent Project families who were to receive the participant group intervention. Part II deals with the studies of family dynamics and socialization with Parent Project evaluation methods and families. In Part III a review is given of the Head Start parents in the participant groups, with five sources of evaluative data assessing the effects of the participant group meetings, including the mothers' and childrens' pre- and post-test changes, parents' attendance at meetings, the content or process of the meetings, and data from a questionnaire study.

- 650 PARENTAL ANTECEDENTS OF RESISTANCE-TO-TEMPTATION BEHAVIOR IN ADOLESCENT MALES. LaVoie, Joseph C.; Looft, William R. In Merrill-Palmer Quarterly, Vol. 19, No. 2. April 1973. pp. 107-116.

Results of study show mothers play more important role than fathers in their sons' acquisition of self control; a primary factor is the mother's course of action after her son has disobeyed familial or societal rules.

- 651 PARENT TRAINING FOR INFANT DEVELOPMENT. Kimberly, Susan H. In Character Potential; A Record of Research, Vol. 6, No. 2. January 1973. pp. 110-111.

- 652 POLICE FAMILY CRISIS INTERVENTION AND CONFLICT MANAGEMENT: AN ACTION RESEARCH ANALYSIS. Bard, Morton, City University of New York, NY. (PB 230 973), NTIS price, MF \$1.45, HC \$4.75. Apr 1972. 71 p.

A study is presented of two methods of resolving personal and family disputes by police in low income housing projects and by precinct crisis intervention units. In addition to the analysis of the variables that make for disputes in which police are called upon to intervene, the study addressed itself to

an examination of general police performance of conflict management trained officers, attitudes of the community toward the police where conflict management trained officers were operating, the effects of training upon the police and their function, and the relationship of the trainees to their training consultant. The data analyzed concerned 1287 cases processed by the New York City 10th Precinct Family Crisis Unit, and 312 cases processed by the conflict-management trained staff of the New York City Housing Authority Police Department.

See Also: 5960 Law Enforcement

- 653 PRE-KINDERGARTEN ATTITUDE EDUCATION. Hampson, Annetta S. In Character Potential: A Record of Research, Vol. 6, No. 2. January 1973, pp. 112-120.

- 654 PROJECT TO TEACH EDUCATIONALLY DISADVANTAGED PARENTS ABLE SKILLS IN THEIR OWN HOMES AND TO SHOW THESE PARENTS HOW AND WHAT TO TEACH THEIR PRE-SCHOOL CHILDREN. Butte Vocational-Technical Center, MT. 1973. 59 p. (ED 109 491), EDRS price, MF \$.76, HC \$3.32.

The booklet describes Project Prepare, a program designed to teach educationally disadvantaged parents adult basic education skills in their own homes and then to show these parents how and what to teach their preschool children. Information is provided on the design and implementation of the projects. Seven specific problems in adult basic education and preschool education which were encountered in the project are identified and discussed; corresponding recommendations for action are made. Approximately half of the booklet comprises an evaluation report and appendixes. The evaluation report analyzes the three major staff objectives: the parents will be better able to become effectively involved in their children's education; the preschool children will have experiences, use materials, and develop skills aimed at furthering their development; and the project staff will develop and adapt materials and methods that are effective in achieving the project objectives. Appendixes treat the following subjects: objectives and evaluation questions; discussion guide for evaluation instrumentation; questions from evaluation forms; parent and child activities; and suggestions and procedures transmitted to parents.

See Also: 4750 Disadvantaged Groups - Minority

7050 ARTS, CRAFTS, RECREATION -- CONSERVATION EDUCATION OUTDOOR EDUCATION

- 655 ESTIMATION OF RECREATION DEVELOPMENT POTENTIALS THROUGH SCALING ATTITUDES OF NON-CORPORATE TIMBERLAND OWNERS IN EACH TEXAS. Shilling, Charles L.; Bury, Richard L. Paper presented at the Rural Sociological Society Meeting (Baton Rouge, Louisiana, August 25-27, 1972). 23 p. (ED 072 338), EDRS price, MF \$.76, HC \$1.58.

A study was conducted to determine the propensity of non-corporate owners of large forest tracts in East Texas to offer their lands to the general public for recreation. The overall objective was to determine if an attitude scale could be used to differentiate between non-corporate timberland owners with definite plans for recreational development and those without such plans. An attitude scale was constructed from a collection of statements sorted by 50 judges along a six-point positive-negative continuum. Data were collected in interviews with 100 landowners. Results showed that: (1) owners had favorable attitudes toward recreation, but the recreation plans of approximately 1/5 of them involved vacation home subdivisions rather than recreation opportunities for the general public; (2) about half had no plans for development of recreation opportunities; (3) 2/3 of the remaining 30 percent appeared to be willing to consider development of income-producing recreation facilities; (4) knowledge of the concept of multiple use was not related to plans for recreational development; (5) current policies of allowing visitors were not related to recreation plans; and (6) landowners with plans for recreational development were statistically more frequent foreign travelers than landowners with no such plans. A list of references is provided.

- 656 SIGNIFICANCE OF CHILDHOOD RECREATION EXPERIENCE ON ADULT LEISURE BEHAVIOR: AN EXPLORATORY ANALYSIS. Yoesting, Dean R.; Burkhead, Dan L. Iowa Agricultural and Home Economics Experiment Station, Ames, IA. 1972. 19 p. (ED 073 344), EDRS price, MF \$.76, HC \$1.58.

This paper examines the impact of the level of activity of an individual as a child on the activity level of that individual as an adult. The study is based on a stratified random sample of adult residents in 6 rural Iowa counties regarding 35 outdoor recreation activities. Five hypotheses were tested. The results indicate a direct effect of the level of participation as a child on adult level of participation. Childhood residence has no effect on adult activity level or on the percentage or composition of adult activities that included childhood activities. Childhood outdoor recreation activities are an important predictor of adult recreation activities in that approximately 40 percent of the 35 activities were participated in similarly during childhood and adult life.

- 657 SOCIETAL DIFFERENTIATION AND RECREATIONAL INCLINATION. A CROSS CULTURAL STUDY. Ibrahim, Hilmi; And Others. In Society and Leisure. Bulletin for Sociology of Leisure, Education and Culture, No. 4. 1972. pp. 111-138.

Zeigler's device on "how do you rate recreationally" was administered to 386 nationals from four countries representing four levels of societal sophistication. The differences among and within the strata of nations which were found to exist in recreational inclination and in the forms of recreation are discussed in this article.

See Also: 7150 CROSS CULTURAL TRAINING

- 658 THE SOIL CONSERVATION DISTRICT MOVEMENT IN TENNESSEE. Mathews, Thomas Cochran; And Others. Tennessee University, Knoxville, TN. Agricultural Extension Service. Aug 1972. 19 p. (ED 068 757), EDRS price, MF \$.76, HC \$1.58.

The development of soil conservation districts in Tennessee is the subject of this graduate study. Related literature, existing records, and personal interviews are used to record progress since Tennessee adopted Public Law 46 establishing soil conservation districts in 1939. In 1959 all 95 counties of Tennessee had organized soil conservation districts; continued cooperation of Federal, State, and local agencies is necessary to continue to combat soil erosion.

See Also: 7600 Cooperative, Rural Extension

- 659 STATUS REPORT ON ENVIRONMENTAL EDUCATION PROGRAMS IN NORTH CAROLINA. North Carolina State Department of Education, Raleigh, NC. Division of Science Education. Aug 1971. 34 p. (ED 066 307), EDRS price, MF \$.76, HC \$1.95.

A survey conducted by the State Department of Education to determine the status of environmental education in North Carolina is summarized in this report. Questionnaires were sent to all local superintendents and Deans of Education Schools in the state requesting information about program objectives, program descriptions, evaluation procedures, and coordination personnel. From replies it was determined about 43 percent of the local education agencies are involved in some type of environmental program, ranging from a one-exposure situation to a comprehensive, multi-grade level approach. At the college and university level, 17 percent reported environmental education courses offered, although these courses were not specifically designed to prepare prospective teachers. Descriptions of selected programs in city school units and county school units are given together with a list of city, county, university, and special programs which appear to have promise for the future. The appendix includes sample letters, questionnaires, and abstracts from five Title III ESEA projects. This report was prepared to serve as a guide for further implementation of the "environmental Education Planning Project" funded under Title V, ESEA.

- 660 WORK AND LEISURE: PUTTING IT ALL TOGETHER. Harris, Lillian Craig. In Manpower, Vol. 6, No. 1. January 1974. pp. 22-26.

A research study by the American Institutes for Research (AIR) indicates that further radical changes in the time used for work and leisure are still to come. Society must understand the problems and challenges which flexible working schedules and increased leisure are bringing.

7150 CROSS CULTURAL TRAINING

- 661 AN ANALYSIS OF THE ROLE OF THE INTERNATIONAL FARM YOUTH EXCHANGE PROGRAM IN CROSS-CULTURAL COMMUNICATION. Boyd, Anna Marie. 1971. 83 p. (ED 066 633), EDRS price, MF \$.76, HC \$4.43.

Three areas are the focus of this report: (1) a description of the International Farm Youth Exchange (IFYE) program including its goals, function, organizational structure, operations, and financial arrangements; (2) the concept of cross-cultural communication and its implications for international understanding and world peace; and (3) an evaluation of the IFYE program in terms of its effectiveness in enhancing cross-cultural communications throughout the world. The IFYE program depends on young men and women volunteers who are sent to live and work with families in foreign countries; in turn, foreign volunteers are sent to this country for the same purpose. From a study of this process, it is concluded that the following variables indicate that the IFYE program does facilitate cross-cultural, interpersonal communication: (1) objectives, (2) IFYE structure, (3) IFYE participants, (4) IFYE's responsibility, (5) orientation, and (6) the IFYE and the end product of communication. Three possible weaknesses of the IFYE program are noted. They are: (1) inadequate language training, (2) lack of emphasis on human relations skills in the training program, and (3) a short length of time with a host family. Further research areas are noted.

- 662 ASSESSING CULTURAL CHANGE IN NORTH-CENTRAL NEW MEXICO. Eastman, Clyde. New Mexico State University, Las Cruces. Agricultural Experiment Station. Jan 1972. 65 p. (ED 063 070), EDRS price, MF \$.76, HC \$3.32.

A study conducted during the Summer of 1969 researched the concept of culture with regard to the acculturation process of Spanish Americans. The Spanish Americans of North-Central New Mexico were compared with the Anglo Americans living within that region. Data were collected on 799 adults from the 2 groups by means of personal interviews. Factor analysis identified a factor labeled the modern-traditional dimension which consisted of 6 value orientations: activism-fatalism, risk-taking, time, integration with family, preference for secondary social relations, and superstition. Analysis of variance was used to explore the relationship of the modernism score to various reference group characteristics. This analysis elaborated the nature of modernism and allowed assessment of changes taking place among various subgroups. Findings showed that acculturation is taking place, but Spanish Americans are not blending completely. Regression analysis indicated that, when other relevant factors are held constant, there are significant income differences between Spanish and Anglo household heads.

See Also: 1160 Psychological, Personality Factors
Creativity - Participant Characteristics
Self Actualization - Self Growth
Attitude Change
3100 Mass Media

- 663 ASSESSMENT OF CULTURAL AND LINGUISTIC VARIABLES IN MANPOWER AND VOCATIONAL SKILL TRAINING PROGRAMS: FINAL REPORT AND SUMMARY. Smith, Leonard; Pezzullo, Caroline. Olympus Research Corporation, Salt Lake City, UT. July 1, 1973. 476 p. (ED 095 410), EDRS price, MF \$.76, HC \$24.75.

The primary objectives of the study were: (1) to determine the extent which cultural or language differences prevented members of the target group from profiting from vocational education and manpower training, and (2) to recommend remedies for any observed obstacles to successful training. Information was gathered primarily by questionnaire/interview surveys of administrative, support, and teaching staffs at manpower training centers. The minorities studied in the project were Blacks, Chicanos, native Americans, and Appalachian whites. Offering hypotheses about each specific minority group, the study concludes that cultural differences post no significant obstacles. The final general hypotheses of the study is: Any effective assessment of the educational problems of minority members in training programs is not complete unless it considers the social, economic, and political realities of the trainees' environment. Two thirds of the document consists of appendixes devoted to sample questionnaires, statistical summaries and three related documents: (1) Perspectives on Black Manpower Vocational Development: Cultural Parameters. A Symposium, (2) Chicano Culture and Occupational Opportunity: A Panel Discussion, and (3) Proceedings of the Conference on Cultural Linguistic Variables in Manpower Vocational Skills Training Programs.

See Also: 4750 Disadvantaged Groups - Minority

- 664 COMMUNICATION AND ASSIMILATION OF POLISH IMMIGRANTS IN BRITISH COLUMBIA: AN EXPLORATION IN CULTURE LEARNING. Chu, Godwin C. Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972). 29 p. (ED 062 768), EDRS price, MF \$.76, HC \$1.95.

The problem of assimilation of immigrants was analyzed in the general framework of intercultural communication and culture learning. Results from a survey of 64 first-generation Polish immigrants in Victoria, Canada supported this theoretical approach. It was found that assimilation into Canadian culture was positively related to number of interactions with Canadians and exposure to Canadian mass media, and negatively related to interactions with other Polish immigrants and exposure to Polish communications media. However, the specific nature of the impact of interactions and media on cultural assimilation appeared to vary, depending on the particular roles which interpersonal or media communication play in the learning of various culture contents. Immigrants who were more highly assimilated attained higher degrees of economic success in Canadian society.

See Also: 3100 Mass Media

- 665 CROSS-CULTURAL COMMUNICATION AND THE ADULT EDUCATOR. Niemi, John A. In Literacy Discussion, Vol. 5, No. 4. Winter 1974. pp. 545-548.

The paper reviews briefly the process and modes of communication, explores some problems of cross-cultural communication between the dominant society

and the multitude of Indian cultures that exist in Canada, and draws some implications for adult educators.

See Also: 4850 American Indians

- 666 AGING AND LIFELONG LEARNING. Mason, W. Dean. In Journal of Research and Development in Education, Vol. 7, No. 4. Summer 1974. pp. 68-76.

Article discussed educational programs for older persons and their behavior toward participating in them as well as their natural abilities for achieving mental growth.

See Also: 4635 Older Adults

- 667 THE COMING OF AGE OF LIFELONG LEARNING. McClusky, Howard Y. In Journal of Research and Development in Education, Vol. 7, No. 4. Summer 1974. pp. 97-107.

Discussed adult education programs, the development of adult, continuing and lifelong education, and the abilities of older adults to develop their intelligence through participation in learning programs.

- 668 COMMUNITY ADULT EDUCATION IN LIFELONG LEARNING. Hiemstra, Roger. In Journal of Research and Development in Education, Vol. 7, No. 4. Summer 1974. pp. 34-44.

The purpose of this article was to describe how linkage between home, school, and community could be achieved, to show how all education should be conceived of as an exercise in adulthood.

See Also: 2210 Community Education and Development

- 669 EVALUATION OF TELEPHONE INFORMATION SERVICE OF NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING. Cain, Rudolph A.; And Others. Columbia University, New York, NY. Teachers College, Center for Adult Education. 1974. 19 p. (ED 099 529), EDRS price, MF \$.76, HC \$1.58.

This evaluative survey of the telephone information service of the New York City Regional Center for Life-Long Learning used a brief survey questionnaire whose design was provided by the information solicited from the users during their initial telephone contact with the Center. The questionnaire focused on the following questions: (1) Who are the users of the service?; (2) What are their reasons for continuing their education?; (3) How helpful did they find the service?; and (4) How can the service be improved? Of the 558 questionnaires sent, 221 usable questionnaires were returned, 40 percent of the total sample. The completed questionnaires were coded and the data analyzed by computer. The survey findings are presented in four major sections: (1) a statistical profile of users; (2) analysis of user learning interests and reaction to telephone service; (3) cross-tabular data by user age and ethnic background; and (4) user suggestions for improving the Center's information service. The research identified a number of problem areas and the six recommendations for improving the effectiveness of the Center's telephone information service are the result. The questionnaire is appended.

See Also: 3270 Telephone
4300 EVALUATION

- 670 GOVERNMENTAL ROLES IN LIFELONG LEARNING. Delker, Paul V. In Journal of Research and Development in Education, Vol. 7, No. 4. Summer 1974. pp. 24-33.

In the first part of this article, author discussed some essential elements of a lifelong learning system and then identified some roles appropriate to government in bringing such a system into existence.

- 671 HIGHER EDUCATION AND LIFELONG LEARNING. Knox, Alan B. In Journal of Research and Development in Education, Vol. 7, No. 4. Summer 1974. pp. 13-23

The purpose of this chapter is to illustrate some of the emerging relationships between institutions of higher education and adults engaged in lifelong learning.

See Also: 7510 Colleges, Universities

- 672 IMPACT OF "LIFELONG LEARNING" ON THE PROFESSIONALIZATION OF ADULT EDUCATION. Farmer, James A., Jr. In Journal of Research and Development in Education, Vol. 7, No. 4. Summer 1974. pp. 57-67.

Article addressed itself to the question of whether adult education is a profession, considered terms associated with occupational professionalization, and discussed some alternative stances to lifelong learning and lifelong education on the part of adult educators.

See Also: 0900 ADULT EDUCATION AS A FIELD OF STUDY

- 673 THE LEARNING SOCIETY. Commission on Post-Secondary Education in Ontario (Canada). Available from Ontario Government Bookstore, 880 Bay Street, Ontario M5R 1N8 (\$2.50). Dec 20, 1972. 266 p.

The Commission on Post-Secondary Education in Ontario was appointed in 1969 to advise the Ministers of Education and of University Affairs. The Commission was asked to consider, in the light of then-current provisions, the pattern necessary to ensure the further effective development of post-secondary education in the Province to 1980, and in general terms to 1990, and to make recommendations. It was charged with nine specific areas of study, including the determination of student needs, student preferences, numbers of students, types of institutions and facilities required and the interrelations among them, and the costs and methods of financing universally attainable post-secondary education. The Commission was further required to generate public comment and discussion, providing full opportunity for the expression of opinions. The results of hearings, briefs, and a wide range of research studies are reported in the study, organized around three themes: a history of post-secondary education, directions for change, and instruments of change. The Commission makes 126 specific recommendations, reflecting its general conclusion that continuing education is a pervasive molding force which requires flexibility in the post-secondary system.

- 674 LEARNING TO BE: THE WORLD OF EDUCATION TODAY AND TOMORROW. Faure, Edgar; And Others. United Nations Educational, Scientific, and Cultural Organization, Paris (France). Available from UNIPUB, Inc., 650 First Avenue, New York, NY 10016 (\$6.00 paperback). 1972. 313 p.

The report of the International Commission on the Development of Education aims to assist governments in formulating national strategies for the development of education in a changing universe. Emphasis is upon the need for an international community which reflects common problems, trends, and goals; the promotion of democracy through education; the opportunity of every individual for self actualization; and the need for life-long education. The book is arranged into three major parts: Findings, Futures, and Towards a Learning Society. The first part traces the past roots and development of education; examines educational practice today; identifies the needs, resources, and means for education; and suggests a basic reconsideration of educational structures and concepts. The second part examines the challenges of education, including progress in science and technology which offer great potential and knowledge but contribute to problems concerning the distribution of wealth, environmental destruction, and threats against justice. Focus is upon pedagogic discoveries. Aims of education work toward a scientific humanism, social commitment, creativity, and the complete man. The last part examines the role and functions of educational strategy, elements for contemporary strategy, and ways to build solidarity among all countries.

See Also: 0900 ADULT EDUCATION AS A FIELD OF STUDY
9020 International, Comparative Studies

- 675 LIFE-CENTERED EDUCATION. RESEARCH AND REPORT SERIES REPORT NO. 6. Raines, Max R. Michigan State University, East Lansing, MI. Kellogg Community Services Leadership Program. Aug 1974. 34 p. (ED 103 052), EDRS price, MF \$.76, HC \$1.95.

The central thesis of this paper is that the equitable and humane society has a moral obligation to provide its members with developmental assistance in acquiring those transactional competencies necessary for reconciling personal needs with societal expectation and for discovering meaning in their lives through their essential life roles as workers, family members, learners, consumers, citizens, and culture bearers. The author claims that education for today's world must be life-centered and life-long. What is needed is a dynamic relationship between learning and life. The life-centered curriculum must focus on that point where the individual interacts and transacts with the environment. The author recommends the establishment of a competency-based curriculum leading to an Associate Degree in Life-Centered Education. The units of the curriculum would be built around the essential life roles of individuals in the community. Life-centered education would be concerned with ways that the individual might express his/her individuality and autonomy while making the necessary transactions within pervasive life roles. Methods of curriculum implementation, including selecting the target groups and training community college personnel to act as advisory groups, are included.

- 676 LIFELONG EDUCATION AND THE SCHOOL: ABSTRACTS AND BIBLIOGRAPHY. UIE (UNESCO INSTITUTE FOR EDUCATION) MONOGRAPH 2. Dave, R. H.; Steimerling, N. United Nations Education, Scientific, and Cultural Organization, Hamburg (West Germany). Institute for Education. 1973. 155 p. (ED 092 665), EDRS price, MF \$.76, HC \$8.24.

In 1972 the UNESCO Institute for Education launched an exploratory study on the concept of lifelong education and its implications for school programs and curricula as well as for research. The interim outcomes of this study are being presented in a series of three monographs, the present volume being the second. In carrying out the study a fairly extensive collection of relevant literature was made, and the monograph consists of both a complete bibliography of this material and abstracts of selected publications in the field. The bibliography, as a by-product of the study, reflects its eclectic approach, containing many entries only indirectly concerned with lifelong education and listed alphabetically rather than by classification for that reason. The specific area of application is school curriculum. Twenty publications have been abstracted: eleven deal with general conceptual questions; six pertain to different stages of education; three present national programs. Material based on experimental research is almost entirely absent. (The document contains a French and an English version of each entry.

- 677 LIFELONG LEARNING IN CHURCHES AND SYNAGOGUES. Ryan, Leo V. In Journal of Research and Development in Education, Vol. 7, No. 4. Summer 1974. pp. 87-96.

This article identified some data about adult participation in religiously oriented programs and examined briefly the role of churches and synagogues as sponsors of adult education programs.

- 678 LIFELONG LEARNING OR LIFELONG SCHOOLING? A TENTATIVE VIEW OF THE IDEAS OF IVAN ILLICH WITH A QUOTATIONAL BIBLIOGRAPHY. Ohliger, John; McCarthy, Colleen. Syracuse University, New York, ERIC Clearinghouse on Adult Education; Syracuse University, New York, Publications Program in Continuing Education. July 1971. 102 p. (ED 049 398), EDRS price, MF \$.76, HC \$5.70.

Recent writings on the life and thought of Ivan Illich are summarized in this paper. Attention is focused on his missionary training activities, his subsequent involvement with the center for intercultural documentation in Cuernavaca, Mexico, and the influence of a Brazilian adult educator, Paulo Freire, on Illich's social and educational thinking. Finally, Illich's own views on public education and the learning process are set forth. He calls for the abolition of compulsory schooling in view of what he considers the idolatrous worship of formal education and certification, and the institutional failures of education, around the world. Illich also urges that the drift of adult education toward institutional status be reversed to help make way for informal educational networks based on mutual inquiry and on lifelong access to educational opportunities of one's own choosing. Included are 157 references.

See Also: 0100 PHILOSOPHY, POLICIES, GENERAL OBJECTIVES

- 679 LIFELONG LEARNING: PRESSURES FOR ACCEPTANCE. Long, Huey B. In Journal of Research and Development in Education, Vol. 7, No. 4. Summer 1974. pp. 2-12.

Article described lifelong learning and three major interacting elements currently contributing to public awareness and acceptance of education beyond high school and colleges.

See Also: 1510 Assessing Educational Needs

- 680 PATTERNS FOR LIFELONG LEARNING. Hesburgh, Theodore M.; And Others. Available from Jossey-Bass Inc., Publishers, 615 Montgomery St., San Francisco, CA 94111 (\$7.75). 1973. 135 p.

The book presents ideas of three university presidents on how basic changes in attitudes toward education can help build new learning systems that help move forward the concept of lifelong learning and meet the needs of contemporary society. The three separate but related investigations of the authors were conducted through the support of the W. K. Kellogg Foundation. Part 1, a study of Continuing Education and the Future, was an outcome of a national conference in 1971; it includes the findings of four task forces that examined the relationship of adult and continuing education to social responsibility, public affairs, the role of the college and university, and the rapidly growing body of knowledge. In Part 2, Universities and the Learning Society, the author analyzes the influence of adult and continuing education on the academic community, the shaping of civic policy, and the creation of new lifestyles. The third part concerns the findings of a lifelong education task force at Michigan State University and is an example of the requirements of a large, complex institution accommodating itself to adult education needs in the modern world.

- 681 PERMANENT EDUCATION, A FRAMEWORK FOR RECURRENT EDUCATION: THEORY AND PRACTICE. Council of Europe, Strasbourg (France). 1975. 32 p. (ED 113 506), EDRS price, MF \$.76, HC \$1.95.

The report provides an account of the work accomplished and the publications produced by the Council of Europe since 1967 concerning permanent education. Part one examines the historical perspective of permanent education, its development within the Council of Europe, and the implications of the principle of recurrence for other stages of the education system. Part two summarizes and assesses the 16 experiments which were conducted by the Council for Cultural Cooperation of the Council of Europe in various member countries as concrete examples of the principles of permanent education. Three key problems have emerged as themes in the Council's analysis of the experimental projects: the problem of integrating mutually influencing but separate levels of education as well as educational activities with other aspects of human life, the potential conflict between individual development and social constraints, and the political problem of not being able to alter the educational system without modifying socio-political structures. Part three is directed toward the development of recurrent education as a new approach to adult education. Issues examined include individual needs, structural changes, course content, teaching/learning methods, unit/credit system, and costs.

- 682 REACHING ADULTS FOR LIFELONG LEARNING. I. FINAL REPORT AND SUMMARY. Paisley, Matilda B.; And Others. Stanford University, California Institute for Communication Research. Aug 1972. 96 p. (ED 068 792), EDRS price, MF \$.76, HC \$4.43.

The final technical report and summary of a study of lifelong learning programs in the United States are presented. Included in the report are a background study of adult and continuing education, a survey of existing programs and practices, and statistical findings. Specimen materials are shown and exemplary practices suggested. Recommendations for improved programs are given as part of the final report summary. Appendices contain the program identification questionnaire, program description questionnaire, exhibits of exemplary materials, and promising promotion practices.

- 683 REACHING ADULTS FOR LIFELONG LEARNING. II. CASE STUDIES OF EXEMPLARY PROGRAMS. Paisley, Matilda B.; And Others. Stanford University, California Institute for Communication Research. Aug 1972. 98 p. (ED 068 793), EDRS price, MF \$.76, HC \$4.43.

Ten institutions that provide lifelong learning programs are examined in this report, part of a study of lifelong learning programs in the United States. Each adult education site is either a school district, community college, private college, state college, or state university. The institutions' programs are described, as are the clients, faculty, courses, and goals. Case studies of innovative programs are included.

- 684 REACHING ADULTS FOR LIFELONG LEARNING. III. DIRECTORY OF REPORTING PROGRAMS AND STATISTICAL TABLES. Paisley, Matilda B.; And Others. Stanford University, California Institute for Communication Research. Aug 1972. 106 p. (ED 068 794), EDRS price, MF \$.76, HC \$5.70.

Data from programs which participated in a study of lifelong learning programs in the United States are contained in this volume. A directory of 949 reporting adult education programs is followed by a statistical tables with results from promotion questionnaires. Institutions are compared by size and type.

- 685 RECURRENT EDUCATION. Mushkin, Selma J., Ed. National Institute of Education (DHEW), Washington, DC. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock Number 1780-01277, \$3.60). Mar 1973. 354 p. (ED 094 148), EDRS price, MF \$.76, HC \$18.40.

The volume presents 24 papers deriving from the March, 1973, Georgetown University Conference of Recurrent Education, the first major meeting on recurrent education to be held in the United States. The Conference findings underscore the many problems and issues favoring greater flexibility in the timing of education and educational systems that give meaning to the broadening of these choices. The intent of the meeting was to provide American scholars a sense of European thinking about recurrent education to promote

an interest at home. The papers are organized according to general topics: policy directions (three papers), supply and demand (four papers), target group focus (five papers), education and the world of work (six papers), and financing and politics of recurrent education (five papers). There is a summary analysis of an agenda for research concluding the papers. A seventeen-page selected bibliography divided into subject categories is included, and an index to the papers is provided.

- 685 REMEDIATION AS A LIFELONG LEARNING ACTIVITY. Ulmer, Curtis. In Journal of Research and Development in Education, Vol. 7, No. 4. Summer 1974. pp. 45-56.

The purpose of this paper is to review the social and philosophical setting for illiteracy programs and examine program considerations.

See Also: 5230 Adult Basic Education - General

- 687 SOME MODELS OF ADULT LEARNING AND ADULT CHANGE. STUDIES ON PERMANENT EDUCATION. Huberman, A. M. Council for Cultural Cooperation, Strasbourg (France). Committee for Out-of-School Education. Available from Council of Europe, Strasbourg, France (\$2.00). Jan 1974. 81 p. (ED-105 177), EDRS price, MF \$.76.

With emphasis on the developmental psychology unique to adults, the author presents a comprehensive document of research and progress pertaining to adult learning and change. Section one reviews age cycles of adulthood as well as changing career patterns for men and women. Also examined are changes with age in leisure and interest patterns, anxieties, interpersonal relations, sense of time, with special importance attached to recent research on biophysical maturation in adults. Of significance in intelligence testing is the vast range of ability at each age level. Adult losses in maturational decline are compensated by experience, knowledge, and wisdom. Section four deals with research distinguishing continuing education participants from non-participants and points to strength of motivation as the key variable. Three constant factors of adult programs found across nations were that participants tend to be younger, more educated, and hold more professional jobs than the national mean. Other document sections pertain to institutional role, traditional practices, and evaluation methods of continuing education. Section six focuses on adult reaction to change and the tendency for an increasing level of determinism. Two programs of change described are training in achievement motivation by D. McClelland and the cultural literacy programs of P. Freire.

- 688 TECHNOLOGY AND MEDIA FOR LIFELONG LEARNING. Niemi, John A. In Journal of Research and Development in Education, Vol. 7, No. 4. Summer 1974. pp. 77-86.

Article focused on the desirability of an organization's developing a rationale for applying technology to instruction and the recognition of the need for the learner to develop a rationale for the use of technology in self-determined learning projects.

See Also: 3100 Mass Media

- 689 TOWARDS A CONCEPTUAL MODEL OF LIFE-LONG EDUCATION. EDUCATIONAL STUDIES AND DOCUMENTS: NUMBER 12. Parkyn, George W. United Nations Educational, Scientific, and Cultural Organization, Paris (France). Available from United Nations Educational, Scientific, and Cultural Organization, 7, Place de Fontenoy, 75700 Paris, France (Order No. ISBN 92-3-101117-0, \$1.95). 1973. 58 p.

The United Nations Education, Scientific, and Cultural Organization (UNESCO), sees as one of its major tasks the assisting nations to appreciate the concept of life-long education and to work out its implications in the many different sets of conditions found throughout the world today. The paper constructs conceptual models for the provision of life-long education and applies them to actual situations. Introducing the concepts with an overview of the sociological and psychological foundations of life-long education, the first major section of the document deals with specifications for a generalized model. Presented are: (1) fundamental aims of education, (2) life-long developmental needs and educational programs, (3) the organization of educational provision, (4) educational technology for life-long learning, and (5) the administration of life-long education. The final section offers a model and its application, describing: (1) conceptual models, (2) an organizational model coordinarng the main educative agencies of the community, (3) an administrative model, (4) an application of the model to Peru, discussing its educational reform, organizational and administrative structure, model differences, interim changes, and future needs, and (5) strategies of educational change.

7500 INSTITUTIONAL SPONSORS

7510 Colleges, Universities

- 690 THE OPEN UNIVERSITY. A PRELIMINARY REPORT. Massachusetts State Board of Higher Education, Boston, MA. Sep 15, 1971. 63 p. (ED 072 721), EDRS price, MF \$.76, HC \$3.32.

Because of rapidly increasing college enrollments and a matching increase in tuition and other costs to students, this document presents a proposal for an open university to be created in the State of Massachusetts as an alternative to traditional higher education in the state. This study examines 13 principal components of this new university: (1) an appropriate method for determining goals of the university; (2) the target population and mechanisms for enrollment of students in the university; (3) the various themes that provide an adequate basis for educational development of students in the university; (4) the most propitious topics or courses with which to begin, and the availability of existing courses or materials; (5) the guidelines for establishing when a student has completed a course with sufficient proficiency for credit, or has earned a degree; (6) a scheme for effective instruction and guidance of students; (7) the requirements for facilities and geographical distribution of working centers; (8) the most efficient use of educational technology; (9) the guidelines for evaluation and assessment of the university; (10) fluctuation factors, such as enrollment; (11) the costs likely to be incurred in the short-term and the long-term; (12) the organizations that should participate in preparation of initial courses; and (13) the development of a timetable with emphasis on September 1972 as a possible starting date.

- 691 PUBLIC SERVICE VS. ACADEMIC VALUES: UNIVERSITY EXTENSION IN CONFLICT. Penfield, Kathleen R. In Adult Education, Vol. 25, No. 2. Winter 1975. pp. 107-124.

Focusing on the origins of university extension, the paper reviews Wisconsin's and California's extension systems and examines the role of the university in the light of academic standards and public service ideals. The paper concludes that adult educators' first responsibility is the adult population's learning needs.

See Also: 1510 Assessing Educational Needs

- 692 A STUDY OF THE COORDINATION OF THE HIGHER ADULT EDUCATION FUNCTION WITHIN STATE SYSTEMS. Parker, Robert. Paper presented at the Adult Education Research Conference (St. Louis, April, 1975). 16 p. (ED 110 849), EDRS price, MF \$.76, HC \$1.58.

The paper reports the findings of a two-tier data survey involving the chief executive officers of State systems of higher education in determining the extent of their coordination-control of higher adult education. The first general phase of the study indicated that 42 of the 50 systems surveyed had responsibility for higher adult education. In phase two, the 12 State systems having a high degree of involvement in the coordination-control of higher adult education were grouped into three basic models: the voluntary model, the central unit plus regional organizations model, and the central unit at

the State level model. Major findings of phase two indicate that a majority of the 12: play a major part in administration and governance, conduct state-wide planning, pay more attention to planning outcomes than to actual planning, allocate functions to institutions according to their strengths and capabilities, have authority over program review, pay slight attention to resource allocation and utilization, take part in evaluation, assign jurisdiction over programming based on the nature and mission of the institution, do not provide financial aid to adult part-time students on a par with full-time on campus students, and rarely employ non-traditional formats.

- 693 UNIVERSITY-URBAN INTERFACE: ISSUES, METHODOLOGY, PROSPECTS. Van Dusen, Albert C.; Britson, Robert C. Paper presented at the annual meeting of the Eastern Psychological Association (Boston, Massachusetts, April 27-29, 1972). 12 p. (ED 072 717), EDRS price, MF \$.76, HC \$1.58.

The University-Urban Interface Program (UUIP) of the University of Pittsburgh is an action-research effort designed to study the actual and potential roles of the university in the community in a time of change. Five basic projects are included within the UUIP: (1) minority and community services; (2) campus development impact; (3) communications; (4) long-range Pittsburgh goals; and (5) university governance organization for community relations. The interaction between major city-based universities and their urban communities has become a matter of great national significance. On the one hand, the increasing intensity of our urban problems and the growing public awareness of and concern about these problems have given them the highest national domestic priority. Almost simultaneously, the major universities of the country have come to be viewed as powerful resources for solving all sort of national problems and for achieving national priorities. These two developments converge in what can be called the University-Urban Interface.

See Also: 2240 Urban Environments

- 694 UNIVERSITY-URBAN INTERFACE PROGRAM. PITTSBURGH GOALS AND FUTURES. Nehnevajsa, Jiri. Pittsburgh University, PA. University Urban Interface Program. Feb 1973. 186 p. (ED 073 039), EDRS price, MF \$.76, HC \$9.51.

Future community changes in Pittsburgh over the next five years are predicted in this study, the purpose of which is to determine the extent of community consensus regarding changes and the extent to which widely differing perspectives of community leaders might contribute to conflict. One hundred and six selected, prominent, community leaders responded to a questionnaire assessing the likelihood, desirability and relative importance of twenty eight potential community problems. In addition, the leaders were asked to select at least three of the issues in order to identify what needs to be done about them, what things should be avoided, whether such steps are likely in the next five year period, and which segments or organizations of the community might hold views similar to and at odds with their position, and what measures the community or university could take regarding each issue. Results included indicate that the city's leaders are intensely interested in the future of Pittsburgh, and are modestly optimistic; that many leaders do not expect much in the way of positive change, and that there is an overwhelming consensus with reference to the areas of desired change although the study concludes that a

good number of responses fall outside the general agreement. Pittsburgh leaders are highly receptive to change and reveal data which can be put to practical use.

See Also: 2240 Urban Environments

7600 Cooperative, Rural Extension

- 695 ANALYSIS OF FACTORS ASSOCIATED WITH PRESENT AND FUTURE PROGRAM EMPHASIS OF FLORIDA COOPERATIVE EXTENSION SERVICE. THE FINDINGS FROM EXTENSION STUDIES. Smith, William Howard. Summary of D.Ed. Dissertation in Extension Education, Louisiana State University, January 1971; R&T Summary No. 25. Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, MI 48103 (MF, no price quoted). Jan 1971. 10 p. (ED 069 936), EDRS price, MF \$.76, HC \$1.58.

How the personnel of the Florida Cooperative Extension Service planned and expended their time was studied, and adjustments considered necessary to providing future educational programs were determined. The four aspects of the study were: (1) the time Florida Cooperative Extension personnel were spending on various areas of the program compared with planned expenditure of time; (2) the relationship of what the personnel, as a county planning unit, said they were going to emphasize to what actually was emphasized in the program; (3) projected program emphasis in five years; and (4) attitudes of extension personnel in regard to the projected program emphasis. The 1969-70 plan of work was used to determine the amount of time planned, and the daily activity report was used to determine the actual amount of time expended. A mail questionnaire was used to obtain the attitudes of all Florida Cooperative Extension personnel, except administrative and supervisory, toward the projected program emphasis. The study findings indicate that staff members trained in technical agriculture were production-oriented, and that they lacked understanding or knowledge of involving lay leaders in planning and implementing programs. The data also indicate that the county extension directors spent relatively little time in planning activities and with advisory or planning-type organizations. In general, there was strong sentiment for more time to be projected for farm income and traditional agriculture.

- 696 AN ANALYSIS OF SELECTED TENNESSEE EXTENSION MANAGEMENT INFORMATION SYSTEM (TEMIS) DATA. McBroom, Charles T., Jr.; And Others. Tennessee University, Knoxville, TN. Agricultural Extension Service. June 1972. 49 p. (ED 068 756), EDRS price, MF \$.76, HC \$1.95.

How Tennessee County Extension personnel spent their time in fiscal year 1970 and 1971 and how they planned their time in fiscal year 1971 are discussed in this Master's thesis. Information on planned and expended time was retrieved through TEMIS (Tennessee Extension Management Information System). Wide variations were found to exist between time planned to be spent and actual time spent according to "elements." Extension personnel

tended to underplan on every element except "Forestry Production and Marketing," in which overplanning occurred. Large increases in time spent and contacts made were noted for elements from fiscal year 1970 to 1971. "Subjects" code groupings on district and state levels for 1970 and 1971 were considered and significant time and contact changes were noted. Comparative information for 1970 and 1971 was presented for extension supervisory personnel. Recommendations for further study are included.

- 697 ATTITUDES OF COUNTY LEADERS TOWARD EXPANDING YOUTH PROGRAMS IN EXTENSION. Newell, Howard J.; And Others. Minnesota University, Minneapolis, MN. Agricultural Extension Service. Mar 1969. 53 p. (ED 065 770), EDRS price, MF \$.76, HC \$3.32.

The study of attitudes of various leaders in extension toward the particular aspects of change in 4-H programs is reported on. This study grew from the need to identify counties where the various types of new program expansion would be favorably viewed in the early developmental stages. A questionnaire was based on interest in various types of expansion, including adult programs. It was found that the attitude toward an exchange of work in the youth program is highly favored by county leaders. Also, over half of the county leaders actively favored expanding the youth program.

- 698 COMMUNICATION BETWEEN ADMINISTRATIVE-PROGRAM STAFF AND FIELD STAFF IN THE MICHIGAN COOPERATIVE EXTENSION SERVICE. Russell, Hamish H. Michigan State University, East Lansing, MI. College of Agriculture and Natural Resources Education Institute. June 1972. 29 p. (ED 073 341), EDRS price, MF \$.76, HC \$1.95.

A study was conducted of the expectations and perceived communication between field and supervisory personnel in the Michigan Cooperative Extension Service. Each agent in the sample completed a 209-item questionnaire dealing with his communication with his supervisor, and each supervisor completed ten such questionnaires for each of his ten field agents. This resulted in 200 questionnaires giving matching information about 100 pairs or dyads. Similarities and differences and agents' and supervisors' backgrounds are analyzed. Supervisors perceived less frequent overall communication than did the field agents. Field agents perceived significantly less communication about personal matters and new ideas than did their supervisors. Significantly more supervisors wanted more communication about the existing program. Field agents perceived significantly more of the communication that they received as being initiated by the supervisor. A high level of similarity of orientation between supervisors and field agents was found at both the agreement and accuracy levels. But between 1/3 and 1/2 of the dyads showed disagreement or misunderstanding. Similarity of orientation was found to be associated with dyadic satisfaction and interpersonal perceptions, but other factors contribute to these stages. Implications of the study are discussed, and references are provided.

- 699 THE CONCEPT APPROACH TO PROGRAMMING IN ADULT EDUCATION--WITH SPECIAL APPLICATION TO EXTENSION EDUCATION. Collings, Mary L., Ed. Extension Service (DOA), Washington, DC. Sep 1974. 525 p. (PB-234-440), NTIS.

The document reports a 10-year seminar effort to consider a framework for a series of inquiries valuable to all institutions engaged in curriculum development or programing. The work reported includes the study of the professional role of the extension adult educator and identifies concepts, propositions, procedures, and a model for use in curriculum development. Seminar participants, a group of 17 professors in adult education, pursued areas of their own special interest, including: selection of a suitable model; job expectations and role models; identification of concepts useful to an adult educator; the learner as a source of educational objectives; and applications of the process to selected educational programs. The identification of concepts covered the areas of agriculture, social sciences (economics, sociology), dairy nutrition, and nutrition. Educational programs selected for the application of the process were: graduate education, induction training, induction experience for first-year extension agents, professional inservice education, teaching-learning process, extension program development, nutrition education program for low-income families in Louisiana. Introductory remarks on the background, purpose and procedure of the seminar, concluding statements of the ongoing research, and a bibliography complete the report.

See Also: 1505 Program Planning and Processes

- 700 A CONCEPTUAL FRAMEWORK FOR DETERMINING TRAINING NEEDS OF EXTENSION AGENTS APPLIED TO DAIRY SCIENCE. THE FINDINGS FROM EXTENSION STUDIES. Verma, Satish. Dec 1971. 15 p. (ED 067 537), EDRS price, MF \$.76, HC \$1.58.

A summary of an extension education dissertation on a study to develop a framework of curriculum and learning theory features, to determine needs of extension agents, and to show its application to dairy science is presented. Tyler's rationale for deriving educational objectives (curriculum theory) and Bloom's Taxonomy of Cognitive Behavior (learning theory) were used in the study. Data were collected from 20 extension agents engaged in dairy work in Louisiana, five state specialists in dairy and veterinary science and 86 dairymen over the state. Data was analyzed on agent cognitive ability and relative work value of dairy science concepts. Views of agents and specialists were compared to the extent of congruence. Conclusions and suggestions for further study were important.

See Also: 1120 Mental, Perceptual Abilities
1510 Assessing Educational Needs

- 701 ENTERPRISE DOMINANCE AS RELATED TO COMMUNICATION AND FARMERS' TECHNOLOGICAL COMPETENCE AND SATISFACTION. Coughenour, C. M. Kentucky University, Lexington, KY. Agricultural Experiment Station. May 1972. 49 p. (ED 070 964), EDRS price, MF \$.76, HC \$1.95.

An investigation was conducted to assess the effect of enterprise dominance on selected aspects of the infrastructure of agriculture. The hypothesis was

that dominance of a particular type of farming in an area is signified by a set of cultural and social values that dispose the agencies serving farmers and the farmers themselves to favor interests and activities associated with the dominant enterprise, and to disparage and neglect activities associated with subordinate enterprises. Measurement of enterprise-dominance effects involved the selection of (1) an area in Central Kentucky in which beef cattle production was more important than hog production, and (2) an area in Western Kentucky in which these two enterprises were equally important. The survey farmers reflected in their own enterprises the area differences in relative dominance of beef cattle and hogs. The hypothesis was supported in the following ways: (1) the agent's perception of farmers' commitments to hog production, (2) the amount of time extension agent spent on matters pertaining to beef cattle compared with hogs, (3) the relative numbers of requests for information the agents received from beef cattle and hog producers, (4) the proportions of his farm visits in which the agent dealt with a beef cattle or hog production problem, (5) the farmers with whom he most often initiated contact, and (6) the relative emphasis of the extension agents on recommended practices pertaining to beef cattle and hogs.

- 702 FARMER'S USE OF THE SOIL TEST REPORT. Best, K. E.; Blackburn, D. J. Guelph University (Ontario). Ontario Agricultural College. Dec 1972. 24 p. (ED 070 948), EDRS price, MF \$.76, HC \$1.58.

A study of Haldimand County (Ontario, Canada) farmers' use and understanding of soil test reports and the relationship of these variables with certain personal and social characteristics of the respondents are summarized. The objectives of the study were to indicate the extent to which farmers use the soil test report, the quality of fertilizer treatment changes made compared to those suggested, and farmers' understanding of information contained in the report. Data were collected by personal interview of the 95 Haldimand County farmers who had received a soil test report during the year ending June 30, 1971. The data obtained were computer processed. A summary of the findings shows that the farmers with the least understanding of the soil test report's fertilizer requirement section included a higher proportion of those with the least education, the smallest farms, the smallest farm income, and did not attend agricultural meetings or activities organized by the county extension workers. It is concluded that the provision for improvement in the quality of soil test information such as that reaching farmers through the fertilizer trade, key farmers, and other personal information sources, could provide a challenge to extension workers. Appendix tables provide the statistical data.

- 703 INFLUENCE OF SELECTED FACTORS ON NUMBERS OF OFFICE VISITS AND TELEPHONE CALLS MADE TO THE WILSON COUNTY EXTENSION OFFICE, LEBANON, TENNESSEE. Arnett, Melvin H.; And Others. Tennessee University, Knoxville, TN. Agricultural Extension Service. Jan 1974. 27 p. (ED 092 728), EDRS price, MF \$.76, HC \$1.95.

The study, undertaken to help a county Extension program meet more efficiently the needs of its clientele, identifies selected personal, family, and farm characteristics of 203 adult males who made office visits and telephone calls to the Extension office during a three-year period, seeking information on

production or marketing of farm products and/or the conservation and use of natural resources or resource development. The findings, presented in full, indicate that adults who frequently sought agricultural information through visiting and/or calling the Extension office were also highly involved in other phases of the Extension program and in other farm related agencies and organizations, and seemed to have characteristics related to innovativeness in the adoption of new farm technology. To reach a larger clientele, the researchers recommend: (1) informing those who frequently contact the Extension office of the latest and best farm technology and of the needs, problems, and opportunities of all farm people, for diffusion of this information to other farmers; (2) increasing use of communications media; and (3) initiating personal contacts through farm visits. (Statistical data is appended.)

See Also: 1100 ADULT LEARNING CHARACTERISTICS

- 704 THE INTERRELATIONSHIP OF CERTAIN ASSUMPTIONS ABOUT PEOPLE, SOURCES OF JOB SATISFACTION-DISSATISFACTION, AND ADMINISTRATIVE EFFECTIVENESS OF COUNTY LEADERS OF THE COOPERATIVE EXTENSION SERVICE. Sappington, Charles Wesley. Ph.D. Dissertation, Florida State University. June 1972. 263 p. (ED 078 287), EDRS price, MF \$.76, HC \$13.32.

A study is presented which attempts to investigate the interrelationships between certain assumptions about the nature of people held by the County Extension leaders, his sources of job satisfaction and dissatisfaction, and his performance of his function of leading the county staff. Data was collected by means of a questionnaire from 81 county leaders and by a rating of the county leaders as administrators by their immediate supervisors. A review of the literature was also conducted. The Chi Square was used to test the relationship between variables as hypothesized in five hypotheses. Results are given. Conclusions include: (1) County Extension leaders in Mississippi are extremely achievement conscious; and (2) graduate study is related to assumptions about the nature of people.

- 705 RELATIONSHIP BETWEEN PARTICIPATION IN A CLOTHING CONSTRUCTION WORKSHOP AND SELECTED CHARACTERISTICS AND SEWING SKILLS OF LOW-INCOME HOMEMAKERS IN MACON COUNTY, TENNESSEE. Henry, Madeline L.; And Others. Tennessee University, Knoxville, TN. Agricultural Extension Service. July 1972. 21 p. (ED 065 767), EDRS price, MF \$.76, HC \$1.58.

A study was conducted to determine the influence of selected characteristics, family patterns, economic standards and clothing problems of the low-income homemakers in Macon County on their participation in a clothing construction workshop. Changes in homemakers' sewing skills brought about by attendance at the workshop were also determined. Data were collected by means of two questionnaires and through personal group interviews. A contingency table analysis program was used to analyze data. Findings include: (1) participation in the workshop was not influenced by the personal characteristics of the homemakers; (2) participation was influenced by the sources of home-making information used, homemakers' knowledge and involvement in community organizations, and ownership of sewing equipment; and (3) low-income homemakers participating in the workshop make a significant improvement in clothing construction skills.

- 706 RELEVANCE TO THEIR JOBS OF TOPICS TAUGHT IN EARLY TRAINING SCHOOL FOR NEW AGRICULTURAL AGENTS: AN EVALUATION. Alexander, Frank D. State University of New York, Ithaca, NY. College of Agriculture a Cornell University; State University of New York, Ithaca, NY. College of Home Economics at Cornell University. Dec 1968. 15 p. (ED 067 549), EDRS price, MF \$.76, HC \$1.58.

A report concerned with one aspect of evaluation carried out at 1968 early training school for new agricultural agents is given. The emphasis of the evaluation is on the relation of training offered to jobs which agents had been or were currently performing. Subject headings include: relevance of topics taught to their jobs as seen by trainees; jobs on which received help as seen by trainees; appendix: tabulation of data for relation of training to jobs. Forty jobs were classified under six major categories was indicated. Results show basic communication stands out as topic offered in training school which agents considered significantly helpful to them for performing jobs which they had done in the past two years.

See Also: 4300 EVALUATION

- 707 SOME GENERAL PRINCIPLES USEFUL IN THE DEVELOPMENT OF EFFECTIVE 4-H CLUB WORK. Jayaramaiah, Karagada M.; And Others. Tennessee University, Knoxville, TN. Agricultural Extension Service. May 1972. 29 p. (ED 065 768), EDRS price, MF \$.76, HC \$1.95.

A study was conducted to identify, examine and suggest a set of broad principles effective in the development of 4-H Club programs in the United States and Tennessee. Eighty principles of successful 4-H Club work gleaned from related literature were tested in terms of: their acceptance as principles by two panels of experts; panel agreement to the way in which they were stated; and their relative importance to successful 4-H Club work as seen by panel members. A mail questionnaire with the listing of the 80 principles was sent to every member of the national panel and the state panel. It was found that the two panels were in complete agreement with the selection of 57 items as valid principles. Another 14 approved by the national panel were not favored by the state panel. Seven items approved by the state panel were disapproved by the national authorities. The finally accepted 57 principles were suggested for use by county agents as they seek to develop effective 4-H Club work.

- 708 STAFFING PATTERNS FOR PROGRAMS IN ADULT AGRICULTURAL EDUCATION: A STUDY IN COOPERATION. Persons, Edgar A.; Leske, Gary. Minnesota Research Coordinating Unit for Vocational Education, Minneapolis, MN. July 1973. 43 p. (ED 095 316), EDRS price, MF \$.76, PC \$1.95.

The study defines the relationships between agriculture teachers and other persons with whom they work in providing adult agricultural education; specifically, it identifies with whom the instructor cooperated in providing a program, identifies the functions performed by those who cooperated, and identifies the success of the cooperative arrangements. The data were obtained from questionnaires sent to all vocational agriculture instructors responsible for adult instruction in a three-State area. The cooperation of others is measured and analyzed in four different program areas: enterprise events, agriculture mechanics, farm management, and special events.

Cooperators in these areas and their functions are illustrated in bar graphs; evaluation of cooperation of agencies in the four categories are presented tabularly. It is concluded that there is wide diversity in the amount of cooperation received from among potential cooperating groups, the principle cooperating groups being industry representatives, private businessmen, county agents, and other agricultural teachers. Generally, the teachers find the cooperation of others valuable and rely heavily upon others to assist in planning, organizing and coordinating but not in evaluation. University specialists are not used in any significant degree.

709 A SURVEY OF ATTITUDES TOWARD EXTENSION PROGRAMS IN CARROLL, CHARITON AND SALINE COUNTIES. SUMMARY OF SPECIAL PROBLEM REPORT. Gross, John G., Ed. Missouri University, Columbia, MO. Extension Education Department. May 1969. 8 p. (ED 075 695), EDRS price, MF \$.76, HC \$1.58.

A survey of attitudes toward extension programs in Carroll, Chariton and Saline Counties, Missouri was conducted to serve as a basis for comparison for later study of the effectiveness of these programs. Extension clientele were surveyed concerning the extent to which the present programs were meeting their needs and expectations and their attitudes toward the change to area programming and area agent staff specialization. Usable responses to the six-page questionnaire for clientele totaled 391. A shorter questionnaire was used to determine the feelings of agents on specialization. Findings included: (1) the shift to area agent specialization has created slight problems in contacting agents; (2) 5 percent were dissatisfied with programs, 35 percent were satisfied, and 60 percent were neutral; (3) nearly all were in favor of working with youth groups other than 4-H; (4) 50 percent were in agreement with agent specialization--not considered a mandate in favor of the change; (5) people want a part in deciding program direction; and (6) role ambiguity and value conflict among agents as a result of agent specialization is widespread.

See Also: 1160 Psychological, Personality Factors

7700 Junior Colleges, Community Colleges

- 710 HUMAN SERVICE TRAINING PROJECT: FINAL REPORT. Wright, Joan W. State University of New York, Ithaca, NY. College of Human Ecology at Cornell University. Department of Community Service Education. Available from N.Y.S. College of Human Ecology, Cornell University, Ithaca, NY 14853 (\$8.00). 1974. 146 p. (ED 103 681), EDRS price, MF \$.76, HC \$6.97.

Part one of the report focuses on project operations to train paraprofessionals for employment in human services, briefly describing the community college instructional program with reference to enrollment, courses, grading, fieldwork, supportive services, proficiency examinations, preceptor training, articulation, the advisory committee, instructional resources for child care, and career exploration in secondary schools. Part two, the longer section of the report, provides an evaluation of the project in the following areas: status of human service paraprofessionals in Cortland and Tompkins Counties (NY); progress toward career development in the two counties; the effect of participation in educational development on aide job performance; details of the development of proficiency examinations; and conclusions regarding the human service training project. The salutary outcomes of the project included the development and implementation of a curriculum and the demonstration of successful cooperation between community college, university, and community agencies in the operation of the program. About 70 pages of appended materials include: a course evaluation form; student performance self-rating inventory; proficiency examinations for two courses; summative evaluations of five preceptor workshops; announcement of a seminar on supervision of paraprofessionals; the members of the advisory committee; and a rating scale for evaluating an aide.

See Also: 6575 New careers, aides, paraprofessionals

- 711 METHOD OF RANDOM SAMPLING AND INTERVIEWING ADULT EXPECTATIONS OF A TWO-YEAR COLLEGE. Hazard, Francis E. Paper presented at the Adult Education Research Conference (Chicago, Illinois, April 19, 1974). 89 p. (ED 092 788), EDRS price, MF \$.76, HC \$4.43.

The study assesses expectations by the general public of a specific two-year, post-high school institution of higher education, identified as a university branch, and sought to determine, insofar as they affected the role and mission of the university branch, (1) the public image of the university branch under study, (2) broad purposes and needs and (3) the organizational plans, policies and issues affecting the institution. Utilizing a random sample cross-section of 920 adults in Tuscarawas County, Ohio, the study gathered data by means of a special questionnaire designed to obtain personal interviews in the respondents' households. Summary tabulations were obtained and cross tabulations made with seventeen demographic variables against 77 questions. The chi-square test was applied to examine the presence of dependent relationships. A stratified sample of community upper-socio-economic influence groups was selected from the sample for response comparisons with the general public. Recommendations for the university branch campus regarding the research population are: (1) endeavor to utilize public expectations revealed in this study, (2) incorporate study findings in its institutional planning studies, (3) give priority to needs of older adults as well as

youths, (4) continue to utilize local citizens advisory committees and (5) cultivate its public communications program.

See Also: 4300 EVALUATION

8000 Armed Forces

- 712 AN ANALYSIS OF THE RELATIONSHIP BETWEEN READABILITY OF AIR FORCE PROCEDURAL MANUALS AND DISCREPANCIES INVOLVING NON-COMPLIANCE WITH THE PROCEDURES. Johnson, Keith H.; And Others. Air Force Institute of Technology, Wright-Patterson AFB, OH. Sep 15, 1972. 85 p. (AD-750 917), NTIS price, MF \$.95, HC \$3.00.

Readability of Air Force logistics procedural manuals is generally too high for their readers. The readers, from different Air Force Specialties (AFS), are faced with a readability/reading ability gap when using the procedural manuals. This 'gap' was found to correlate directly with the frequency of discrepancies actually found over a two-year period by Air Defense Command (ADC) Headquarters Inspector General's Staff. Additionally, USAF manuals in the 66-, 67-, 70-, 75-, series were tested for readability using the Fog Count method. Mean readability was 17th grade (95% one side confidence interval), with a standard deviation of 4.5 grades (95% one sided confidence interval). Recommendations for action to correct problem areas found by the study are included.

- 713 ANNOTATED BIBLIOGRAPHY OF THE ADVANCED SYSTEMS DIVISION REPORTS (1950-1972). Valverde, Horace H.; And Others. Air Force Human Resources Lab., Wright-Patterson AFB, OH. Mar 1973. 265 p. (ED 075 714), EDRS price, MF \$.76, HC \$13.32.

The Advanced Systems Division of the Air Force Human Resources Laboratory, Air Force Systems Command conducts research and development in the areas of training techniques, psychological and engineering aspects of training equipment, and personnel and training factors in the design of new systems and equipment. This unclassified, unlimited annotated bibliography lists the memorandum reports, technical reports, and journal articles prepared by the advanced systems division from 1950 until the end of 1972. The citations are arranged chronologically by year and alphabetically by author within each year. Three indexes are included: (1) the author, category, and abstract number index, (2) subject index, and (3) the memorandum reports, technical notes, and technical reports index.

- 714 THE CONCEPTS OF PERFORMANCE-ORIENTED INSTRUCTION USED IN DEVELOPING THE EXPERIMENTAL VOLUNTEER ARMY TRAINING PROGRAM. Taylor, John E.; And Others. Human Resources Research Organization, Alexandria, VA. Mar 1972. 70 p. (ED 064 588), EDRS price, MF \$.76, HC \$3.32.

This report describes the planning and implementing of the Experimental

Volunteer Army Training Program (EVATP) at Fort Ord early in 1971. This was the Army's first effort to effect major training innovations in the conversion toward an all-volunteer Army. By the Fall of 1971, this program was being used as a model for implementing the EVATP at other Army Training Centers. In developing the EVATP System, six established learning principles were applied to basic combat training and advanced individual training to modify the conventional training system. Course objectives and performance tests used were developed jointly by Fort Ord and HUMRRO. In a comparison with a conventionally trained group, independently conducted by the infantry school at Fort Benning, EVATP graduates performed significantly better on five out of seven BCT subjects, and seven out of nine ALT subjects. In general, these gains were shown by men at all levels of aptitude.

- 715 DETERMINING TRAINING DEVICE REQUIREMENTS IN FIXED WING AVIATOR TRAINING. Caro, Paul W.; And Others. Human Resources Research Organization, Alexandria, VA. Apr 1972. 65 p. (ED 064 593), EDRS price, MF \$.76, HC \$3.32.

A systematic study of all Fixed Wing Pilot Training Programs at the U. S. Army Aviation School was conducted in fiscal year 1968. The objective was to determine whether training might be made more effective through greater use of synthetic flight training equipment and, if so, to specify the main characteristics of appropriate equipment. Secondary objectives were to assist in developing low cost devices for one course and to determine the probably cost-effectiveness of a commercially available device in another. A method was developed which identified specific and differential needs for synthetic equipment in each course and determined suitability of existing equipment to meet those needs. A generalizable, systematic method for determining requirements for synthetic training equipment in existing training programs resulted.

- 716 THE EFFECTS OF COMMAND POSITION UPON EVALUATIONS OF LEADER BEHAVIOR. Lackey, L. L.; And Others. Human Resources Research Organization, Alexandria, VA. Nov 1972. 35 p. (ED 070 902), EDRS price, MF \$.76, HC \$1.95.

The study was designed to determine the effects of command position--Battalion Commander and Company Commander--upon evaluations of the desirability of certain leader actions. Twenty-two U. S. Army officers who had served as Battalion Commanders (Group I) and 22 who had served as Company Commanders (Group II) rated 36 leader actions on their desirability for Battalion and for Company Commanders. Battalion Commanders do not differentiate between the two command levels on the desirability of leader actions. Company Commanders differentiate about actions concerned with the centralization of authority and responsibility and consider these to be more desirable for both command levels. Both groups rated positive motivation and emotional support as desirable and punitive or negatively motivating actions as slightly undesirable. The implications of the differences in expectations about leader behavior on effective organizational functioning, leadership doctrine, and training are discussed.

- 717 EFFECTS OF EDUCATIONAL LEVEL ON PREDICTION OF TRAINING SUCCESS WITH THE ACB (ARMY CLASSIFICATION BATTERY). Maier, Milton H. Behavior and Systems Research Lab. (Army), Arlington, VA. June 1972. 35 p. (AD-746 994), NTIS price, MF \$.95, HC \$3.00.

The publication reports on a statistical analysis of educational level as it affects the prediction of enlisted performance in Army training courses. Samples of the men at each of four educational levels were formed: non-high school graduation, high school graduation, some college, and college graduation. Using the Gulliksen-Wilks Analysis of Covariance, ACB test scores and final training course grades were analyzed for the various samples to determine whether the predictors are equally effective for the different educational groups. Results of the present analysis suggest that for the less-well-educated, the ACB measures predict higher training performance than the individual is likely to achieve. On the other hand, the likely performance of the college graduate tends to be underestimated. Finds further suggest that effectiveness in predicting training performance could probably be improved by including level of education in the aptitude area composites used in classification.

- 718 EVALUATION OF AIR FORCE EMPLOYEE DEVELOPMENT SPECIALIST TRAINING. Walker, Pascal M. In Training and Development Journal, Vol. 26, No. 11. Nov 1972. pp. 3-7.

Study evaluated behavioral changes and tangible changes in personnel programs at a training center for personnel management specialists in the Air Force.

- 719 AN EVALUATION OF ALTERNATIVE PROGRAMS FOR TRAINING BEGINNING TYPISTS IN THE ARMY. Showel, Morris. Human Resources Research Organization, Alexandria, VA. Nov 1972. 105 p. (ED 070 922), EDRS price, MF \$.76, HC \$5.70.

This report presents the results of research to develop an improved training program for Army typists, and the material needed to implement that program. The research was conducted at Fort Ord and Fort Knox. First, baseline learning curves were determined. Eight experimental programs were examined, and the results of various modifications in training were compared with the baseline learning curves. The effect of selected training variables and training systems was evaluated, and the relationship between straight-copy typing and production-copy typing was explored. Several alternative revised training programs were field tested, and suggestions for revising the training program now in use were made.

- 720 KNOWLEDGE, SKILLS, AND THOUGHT PROCESSING OF THE BATTALION COMMANDER AND PRINCIPAL STAFF OFFICERS. Powers, Theodore R.; DeLuca, Arthur J. Human Resources Research Organization, Alexandria, VA. July 1972. 40 p. (ED 068 778), EDRS price, MF \$.76, HC \$1.95.

Report of research accomplished to aid U. S. Army Infantry School in its systems engineering of infantry officers advanced course curriculum is given. Focus is on identification of knowledge and skills and study of

thought processing of Battalion Commander and his four principal staff officers. Survey of these officer activities was conducted in over 80% of all combat maneuver battalions, and data produced by a simulated battalion CPX were analyzed. It was concluded that it is feasible to identify knowledge and skills for commanders and staff officers by conducting systematic job analysis, to use this information in systems engineering of a curriculum, and to initially investigate thought processing by using a CPX. In latter case definitive results should be developed by further experimentation.

- 721 METHODOLOGIES FOR DETERMINING READING REQUIREMENTS OF MILITARY OCCUPATIONAL SPECIALTIES. Caylor, John S.; And Others. Human Resources Research Organization, Alexandria, VA. Mar 1973. 81 p. (ED 074 343), EDRS price, MF \$.76, HC \$4.43.

READNEED Research was concerned with the development of methodologies for determining reading requirements of Army Military Occupational Specialties (MOSSs). Three approaches for assessing MOS literacy demands are described: (A) analysis of readability of Army MOS materials using a newly developed readability formula calibrated on Army personnel and Army job materials; (B) use of information currently in Army data banks to study relationships between reading ability (estimated from AFQT) and job proficiency (indexed by the Primary Military Occupational Specialty/Evaluation Test); and (C) direct assessment of personnel reading skills in relation to proficiency on specially constructed Job Reading Task Tests (JRTT). Feasibility studies that indicate the relative merits of each approach, and certain conceptual and operational problems in determining literacy requirements of jobs are described.

- 722 NEED FUNCTIONING AT FOUR STAGES IN MILITARY SERVICE. Taylor, Elaine N.; And Others. Human Resources Research Organization, Monterey, CA. Div. 3. In Proceedings, 80th Annual Convention, APA, 1972. 3 p. (ED 073 177), EDRS price, MF \$.76, HC \$1.58.

Changes and constancies in the importance of 57 situations and conditions in four stages of Army life are presented and interpreted following Maslow's analysis of the functioning of human needs. Ratings of importance were transformed to z-scores and plotted. Three patterns were observed. It is suggested that: (1) items remain stable because other prepotent needs are less-well-satisfied, (2) items decrease in importance because they are being met to some degree or they were overestimated initially, (3) items increase in importance because they have been satisfied over a long time and are initially underestimated.

- 723 PERCEIVED IMPORTANCE OF VARIOUS JOB CHARACTERISTICS OF WEST POINT GRADUATES. McLaughlin, Gerald W. Military Academy, West Point, NY. Mar 1971. 18 p. (AD-722 254), NTIS price, MF \$.95, HC \$3.00.

Within 3 years it is anticipated that the U. S. may have an all-volunteer Army. Many changes have been and will be implemented to make a career in the Army more attractive. However, prior to undertaking these changes some research-founded ideas as to what job or career characteristics are viewed

as important would be beneficial so that changes could be directed to the more important areas. Thus, the first purpose of the present study was to gather information on the importance that USMA graduates attached to various job characteristics. A second purpose was to see if Maslow's need structure offers a useful theoretical basis for interpreting the graduates' need structure insofar as their jobs are concerned. A mailed 31-item questionnaire that dealt with the importance of the various job characteristics was used to gather the data.

- 724 PRELIMINARY RESULTS ON THE EVALUATION OF A FLEET POST-TRAINING PERFORMANCE EVALUATION TECHNIQUE. Rafacz, Bernard A.; Foley, Paul P. Naval Personnel Research and Development Lab., Washington, DC. Jan 1973. 60 p. (ED 075 691), EDRS price, MF \$.76, HC \$3.32.

A study was conducted by the Navy to develop and evaluate human performance reliability estimates for electronic maintenance. Data were collected using the personnel identification information forms, the technical proficiency checkout form, and the job performance questionnaire. On the basis of the total number of uncommonly effective and the total number of uncommonly ineffective incidents of performance recorded on the JPQ, four performance estimators were developed--Series Reliability Estimate (SRE), Series-Parallel Reliability Estimate (PRE), Geometric Mean Reliability Estimate (GRE), and weighted-average reliability estimate (WRE). Relevant findings resulted mainly from an analysis of the distributional properties of the predictor and criterion variables. Only the predictor variable WRE could be termed normally distributed; the SRE, PRE, and GRE were extremely skewed.

- 725 THE RELATIVE COSTS OF FORMAL AND ON-THE-JOB TRAINING FOR NAVY ENLISTED OCCUPATIONS. Weiher, Rodney; Horowitz, Stanley A. National Academy of Public Administration, Washington, DC. Nov 1971. 52 p. (AD-734 857), NTIS price, MF \$.95, HC \$3.00.

The purpose of the study of Navy enlisted personnel specialized training is to determine, in as many ratings as possible: which major skills can be learned on the job; the learning curves for non-A-school grads and for A-school grads; and the relative costs of training Third-Class Petty Officers via formal training and on job training.

- 726 REPORT OF THE DEPARTMENT OF THE ARMY BOARD TO REVIEW ARMY OFFICER SCHOOLS. VOLUME I. SUMMARY AND RECOMMENDATIONS. Department of the Army, Washington, DC. Feb 1966. 149 p. (AD-743 251), NTIS price, MF \$.95, HC \$3.00.

The purpose of the board was to determine adequacy and appropriateness of current Army school system and education and individual school training of Army officers in light of responsibilities confronting military establishment for the foreseeable future and to recommend changes in academic program during the next decade to make greatest contribution to the discharge of those responsibilities. The study examines present system for education and training of Army officers of all components from time of commissioning until retirement at service schools, service colleges, and civilian educational, commerce, and industrial institutions; evaluates system against background

of current and projected world and defense environment, the technological explosion, and military requirements across total spectrum of conflict; and recommends such change in system as are appropriate for the period 1966-1976.

- 727 THE ROAD TO WORK: TECHNICAL SCHOOL TRAINING OR DIRECTED DUTY ASSIGNMENT. Lecznar, William B. Air Force Human Resources Lab., Brooks AFB, Texas. Apr 1972. 30 p. (AD-754 845), NTIS price, MF \$.95, HC \$3.00.

The study explored the question of differences between airmen who were assigned to jobs following graduation from formal resident training schools and those who entered a field as on-the-job trainees. Eight career fields which had substantial numbers of airman input as low-ability personnel under Project 100,000 were studied. Evaluations of technical school graduates and directed duty assignees were made in terms of six criteria: a job difficulty index, average task difficulty, number of tasks performed, job interest, self-report of utilization of talent and training, and overall performance ratings. Using the multiple linear regression model, with time in service as a concomitant variable interacting with the training type membership categories (i.e., resident technical course or direct assignment) and with aptitude held constant, tests of the significance in difference between regression lines were made.

See Also: 5230 Adult Basic Education - General

- 728 SUMMARY AND REVIEW OF STUDIES OF THE VOLAR EXPERIMENT, 1971: INSTALLATION REPORTS FOR FORTS BENNING, BRAGG, CARSON, AND ORD, AND HUMRRO PERMANENT PARTY STUDIES. Vineberg, Robert; Taylor, Elaine N. Human Resources Research Organization, Alexandria, VA. May 1972. 113 p. (ED 068 742), EDRS price, MF \$.76, HC \$5.70.

An evaluative summary and a consolidation of the findings of Project Volar studies on the attitudes and career intentions of Army officers and enlisted personnel are contained in this report. Tables reflect the results of questioning at several Army bases, and compare the results from the different bases. Attitudes and rankings are determined by Army status (career or enlisted), area, and career plans.

- 729 METROPOLITAN PROPRIETARY SCHOOLS: A STUDY OF FUNCTIONS AND ECONOMIC RESPONSIVENESS. FINAL REPORT. Hyde, William D. National Institute of Education (DIEEN), Washington, DC. Dec 1974. 221 p. (ED 110 630), EDRS price, MF \$.76, HC \$10.78.

The objective of the research is to examine how vocational proprietary schools in the Chicago area function by analyzing the schools as an industry and by treating the proprietary school as an economic entity. Several aspects of proprietary schools are analyzed: the stability, profitability, and general fiscal characteristics of the industry; the mechanics of market structure and operation within a subsector; the effect of labor market conditions on the demand for proprietary school training; the responsiveness of a proprietary school to changing market conditions and changing technology; and the influence on a school of the recent and rapid expansion of a community college offering similar courses. One chapter of the study is devoted to a time and area analysis of the cosmetology industry, and a final chapter summarizes the major findings of the research. The study is supported by a large number of statistical tables, charts, and appendixes.

- 730 PROPRIETARY BUSINESS SCHOOLS AND COMMUNITY COLLEGES: RESOURCE ALLOCATION, STUDENT NEEDS, AND FEDERAL POLICIES. Erickson, Edward W.; And Others. Inner City Fund Inc., Washington, DC. June 10, 1972. 64 p. (ED 103 723), EDRS price, MF \$.76, HC \$3.32.

The study's main objectives were: to describe management techniques and incentives used to operate successful proprietary vocational schools; to compare these techniques and incentives with those existing at community colleges; and to review Federal policies affecting the utilization of proprietary vocational schools. Data and information for the study were obtained from a survey of existing literature and from interviews with students, faculty, and administrators of more than 20 accredited proprietary schools and two community colleges. The proprietary vocational schools represent a group of diverse sizes, orientations, and financial stabilities. The body of the report, following the summary of findings and recommendations, contains four parts. Part one presents a general description of proprietary vocational schools. Part two describes the missions, student bodies, and management of proprietary schools, based on case studies of several proprietary schools which were analyzed in detail. Part three analyzes the competition between proprietary business schools and community colleges, again based on selected case studies, and draws some conclusions about relative performance. Part four addresses public policy questions and research issues which derive from the study's findings, and concludes with specific recommendations related to Federal policy and funding methods.

See Also: 7700 Junior Colleges, Community Colleges

- 731 PROPRIETARY EDUCATION: A SEARCH OF THE LITERATURE. Johnson, Susan E. California University, Berkeley, CA. Center for Research and Development in Higher Education. 1974. 31 p. (ED 095 387), EDRS price, MF \$.76, HC \$1.95.

When the Federal Trade Commission began an all-out drive in the summer of 1973 to alert the public to pitfalls in enrolling some vocational and correspondence schools, several significant facts became clear: 10 000 different residential and home-study vocational schools serve about 3.3 million students who pay from \$350 to \$2000 for a program, knowledge of these schools, their operations, and their students is practically nil. The paper examines all available studies, research reports, and publications relevant to proprietary schools, presenting their findings in summary form. Acknowledging that reliable information has only become available within the last three years, the report concludes that Federal interest in proprietary education has increased, funds are available for research, and that it is time to re-examine assumptions regarding vocational education's "stepchild," proprietary education.

9000 INTERNATIONAL PERSPECTIVE

9020 International, Comparative Studies

- 732 COMMUNICATION IN DEVELOPMENT: MODIFICATIONS IN THE CLASSICAL DIFFUSION MODEL FOR FAMILY PLANNING. Rogers, Everett M. Paper presented at Session #16 on Information and Communication Problems in Development, Third World Congress for Rural Sociology (Baton Rouge, La., August 22-27, 1972). 40 p. (ED 072 329), EDRS price; MF \$.76, HC \$1.95.

The role of mass media and interpersonal communication in development in Latin America, Africa, and Asia is reviewed. Then, research and development program experience is synthesized to show (1) that the mass media at present play a major role in creating a "climate for modernization" among villagers, but are less important in diffusing technological innovations (although their potential is high), (2) that mass media channels are more effective when combined with interpersonal channels, as in media forums, and (3) that the "traditional" mass media "like village theater, traveling storytellers, etc.) have an important potential for development purposes, especially when they are combined with the modern electronic and print media. Further, the future role for mass media in development will increase (1) as the mass media reach larger audiences, and (2) new communication technology (like satellite TV) is harnessed for development goals. A second, and related, purpose of the present paper is to specify three modifications in the "classical diffusion model" stemming from the case of family planning communication, where the messages (1) deal with very "strongly held beliefs," which are difficult to change, and (2) are private and "taboo" in nature, hence limiting the number (and type) of individuals with whom such messages can be discussed. The classical diffusion model should be revised to include the role of nonprofessional and/or paraprofessional change agent "aides" in diffusing innovations, the importance of adopter and diffuser "incentives," and the significance of the "verbal labelling" in word symbols of innovations affecting their rate of adoption.

- 733 COMPARATIVE STUDIES IN ADULT EDUCATION: AN ANTHOLOGY. Bennett, Clif, Ed.; And Others. International Council for Adult Education, Toronto (Ontario). Available from Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, NY 13210 (\$9.00). Aug 1975. 257 p.

Prepared to assist students and teachers, the document is a collection of 21 papers and a bibliography that have been screened for validity and usefulness at the Ontario Institute for Studies in Education. The papers, some being published for the first time, are arranged in four parts: (1) Overviews (two papers) discuss comparative education categorically and in broader terms of Canadian and African experience; (2) Methodology: General (six papers) defines philosophical, problematic, scientific, typological, and comparative approaches to comparative education; (3) Methodology: Specific to Adult Education (five papers) focuses on comparative education and its influence upon adult education through history, an analytical model, and cultural diffusion; (4) Examples of Application (eight papers) discusses simulation as a teaching method, four strategies for a comparative approach to continuing education, the Canadian Indian, societal and educational differentiation, educational values in a cross-national approach, and vocational training and higher education in the United Kingdom and France, Europe, Australia, and Canada. The bibliography lists 292 titles in English, French, and German which analyze or describe adult education in two or more countries. An introduction and initial paper examine current points of view.

- 734 CREDIBILITY AND COMPETENCE: KEY CHARACTERISTICS OF DEVELOPMENT COMMUNICATORS. Byrnes, Francis C. Paper presented at the World Congress for Rural Sociology (Third, Baton Rouge, Louisiana, August 22-27, 1972). 9 p. (ED 072 339). EDRS price, MF \$.76, HC \$1.58.

Agricultural extension systems in the developing countries have, with few exceptions, failed to increase agricultural productivity adequately. Many of the change agent failures can be traced to their lack of credibility. They are not trusted or respected because farmers have learned that many are not technically competent. Good agricultural extension agents should be able to: (1) test and adapt new technology; (2) diagnose the farmer's production problems; and (3) teach the farmer how to correct problems and increase yields. In 1964, the International Rice Research Institute launched a series of rice production training programs to develop these competencies. Teams of rice workers from 24 nations have been prepared to adapt these approaches for training hundreds and thousands of their colleagues, who in turn teach farmers. These programs, which emphasize intensive on-the-paddy experience, have been successful because they are based on the precept "you can't teach what you don't know." A program to produce livestock production specialists is underway. Over the past two years, two crop production specialist training programs have been completed. Several obstacles must be overcome if this type of training is to spread: (1) the need is not readily admitted or recognized by decision makers or potential trainees; (2) returned trainees have difficulty organizing programs to train others; (3) more research must be conducted and decisions made about the training process. References are provided.

See Also: 4000 Teachers, Leaders, Change Agents

- 735 EDUCATION--PENAL INSTITUTIONS: U.S. AND EUROPE. Kerle, Ken. Paper prepared for delivery at the Institute on Action Research and Justice Management (The American University, Washington, DC). May 1974. 41 p. (ED 099 522), EDRS price, MF \$.76, HC \$1.95.

Penal systems of European countries vary in educational programs and humanizing efforts. A high percentage of Soviet prisoners, many incarcerated for ideological/religious beliefs, are confined to labor colonies. All inmates are obligated to learn a trade, one of the qualifications for release being evidence of some trade skill. Swedish institutions, leaders in humanizing efforts, offer vocational/industrial training, continuing education, and follow-up educational programs. The Finnish penal programs, although limited to elementary instruction, indicate a strong progressive strain. Education is a feature of all penal institutions in England. Of the French inmates involved in education, about one-fourth are enrolled in correspondence courses. Italy, prohibited by legislation from organizing schools in prisons, provides vocational training. Elementary academic education is provided in Portugal, Yugoslavia, Poland, Greece, and Hungary; vocational training is emphasized in Belgium and Poland. Dutch penal staffs provide impressive group therapy experimental programs. In the United States, programed instruction and college education provision are current trends. Although a national strategy for adult basic educational training exists, General Education Development (GED) research is lacking. Vocational training, which is often provided, is weak.

See Also: 5060 Correctional Education - inmate

- 736 FUNCTIONAL LITERACY IN THE CONTEXT OF ADULT EDUCATION. FINAL REPORT. Muller, Josef, Ed. Deutscher Volkshochschul-Verband, Frankfurt (West Germany); International Institute for Adult Literacy Methods, Teheran (Iran); German Foundation for International Development. Education Science and Documentation Division. Report of International Symposium (West Berlin, August 15-25, 1973). 416 p. (ED 102 310), EDRS price, MF \$.76, HC \$20.94.

In presenting the work of participants before and during the Symposium, the report begins with an introduction giving an overall view of concepts, projects, and problems of functional literacy with reference to other sections of the report. The keynote lecture deals with functional literacy in the context of adult education--results and innovative effects. Other lectures are devoted to Paulo Freire's approach, documentation and international exchange of experiences, and pilot projects for large scale programs as they relate to functional literacy. Three working papers present topics serving as background information for discussion: life-long education; methods; and planning, organizing, and administering--again in relation to functional literacy. Statements were made to the working groups by representatives from UNESCO, the German Adult Education Association, and the German Foundation for International Development. The working groups' reports regarding functional literacy provide the basis for the Symposium's thirty main conclusions. A brief evaluation report based on participant interviews, the program, and list of participants are included. Reports from nine Arab and African countries are presented and synthesized, emphasizing adult literacy activities. A 17-page bibliography devotes three pages to

functional literacy documents and the remainder to selected project materials.

See Also: 5280 Literacy Training -- Foreign

- 737 (INNOVATIVE PROGRAMS IN ADULT EDUCATION: FOREIGN.) Adult Education Association of the U.S.A., Washington, DC; World Education, Inc., New York, NY. Papers presented at the Multi-National Workshop on Basic and Functional Education for Adults (Washington, DC, January 5-10, 1975). 54 p. (ED 110 668), EDRS price, MF \$.76, HC \$3.32.

The six descriptive position papers were prepared after selection for the Multi-National Workshop on Basic and Functional Education for Adults. Those selected are significant innovative programs of adult education in other countries that may have direct applicability to improving program practices in various parts of the world. The six programs described are: Adult Education in Tanzania: A National Movement; The Functional Literacy and Family Life Planning Project (Thailand); Accion Cultural Popular (Colombia); Concorde--Honduras; Functional Education for Family Life Planning Project (Neuva Ecija, Philippines); and Village Polytechnics--Kenya. Each paper describes in detail the program's setting, organization and administration, program and activities, educational strategy, and future activities and projections.

- 738 A RETROSPECTIVE INTERNATIONAL SURVEY OF ADULT EDUCATION: (MONTREAL 1960 TO TOKYO 1972). Lowe, John. United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Conference on Adult Education, (3rd, Tokyo, 25 July - 7 August 1972). 138 p. (ED 068 760), EDRS price, MF \$.76, HC \$6.97.

Chapter headings in this survey include: Necessary and Life Long: Changing Concepts Since 1960; State Responsibility, Legislation and Coordination; Financing and Administration of Adult Education; Personnel: Recruitment, Status and Training; Individual and Group Needs; Institutions and Programs; Methods and Techniques; Research in Adult Education; International Cooperation, Exchanges and Aid Schemes. Appendices include: copy of questionnaire; breakdown of replies to questionnaire by geographic area; breakdown of working groups formed; breakdown of reports received.

See Also: 0950 ADULT EDUCATION RESEARCH

- 739 WORLD SURVEY OF RESEARCH IN COMPARATIVE ADULT EDUCATION: A DIRECTORY OF INSTITUTIONS AND PERSONNEL, 1972. Kulich, Jindra. Comp. British Columbia University, Vancouver. Center for Continuing Education. Ontario Institute for Studies in Education, Toronto. Department of Adult Education. (ED 066 650), EDRS price, MF \$.76, HC \$1.95.

This survey was conducted in response to increased interest and activity in comparative study of adult education during last ten years. By means of mailed questionnaire, survey was carried out in two stages in March and April of 1972. In the first stage, 154 institutions and 44 individuals

were contacted. In second stage, questionnaires were mailed to nine additional institutions and 33 individuals. Response to survey included 45 institutions and 75 individuals. In analysing responses and compiling directory, only those institutions/organizations reporting activities and/or research in comparative adult education or those reporting a library or documentation center were included. Only respondents to survey were included. Those who failed to respond, or could not be reached were not included. Survey clearly documented that, on world-wide scale, comparative study of adult education still is in very rudimentary stage of development and that most activities and study are carried out at descriptive level. It also showed that comparative studies increased in the late 1960s, and are being undertaken by individuals and institutions in many places.

See Also: 0950 ADULT EDUCATION RESEARCH

9400 Latin America

- 740 COMMUNICATING WITH LOW-INCOME AND LOW EDUCATION FARMERS IN A DEVELOPING COUNTRY. Fett, John H. Wisconsin University, Madison, WI. Depart of Agricultural Journalism. Paper presented at NCR-44 Regional Meeting on Mass Communication Research (University of Illinois, Urbana, Illinois, January, 1971). 31 p. (ED 073 347), EDRS price, MF \$.76, HC \$1.95.

Selected findings from a number of communication research projects conducted by, or in collaboration with, the Economic Studies and Research Institute (IEPE), Federal University of Rio Grande Do Sul, Brazil, are reported. Communication research in IEPE during the past 4 years has concentrated on mass media performance and use, because extension agents were ignoring mass media, though they were using personal communication techniques ingeniously. A study was conducted that controlled for literacy and education and then investigated the effect of mass media exposure. It was found that literacy affected media use more than education. A substantially larger percentage of the mass media users than non-users were high adopters of farm practices. Two research projects were conducted concerning agricultural information received from radio, newspapers and magazines and the value of it. To study the potential role of newspapers, six relevant agricultural articles were sent to the newspapers in the state; it was concluded that newspapers are generally receptive to printing agricultural information when it is sent to them. Several readership, comprehension, and source credibility studies were conducted. A study of two infrastructural factors and the correlation between their restrictiveness and farmers' search for information supported the hypothesis that the amount of search for market and price information is inversely related to the restrictiveness of the market situation.

See Also: 3100 Mass Media
5280 Literacy Training -- Foreign

- 741 FACTORS ASSOCIATED WITH FARMER'S PERCEPTION OF AGRICULTURAL EXTENSION IN ANTIOQUIA, COLUMBIA. Zapata, Fabio A. Summary of Ed.D. Dissertation, Louisiana State University. 1971. 7 p. (ED 068 751), EDRS price, MF \$.76, HC \$1.58.

Farmers' perceptions of extension services and extension agents representing agricultural organizations in Antioquia, Columbia, were studied. A total of 370 interviews were made with clients of three extension services. A positive correlation was found between the client's perception of the agent and years of schooling, economic status, practices learned and used, and level of contact with the agent. However, the perception of the extension services was not associated with the years of schooling, economic status, or level of contact. Only the number of practices used by the client was associated with the years of schooling, economic status, or level of contact. Only the number of practices used by the client was associated with favorable perception. The most favorable perception was of the Coffee Growers Federation, the oldest organization; the least favorable perception was of the Colombian Agricultural Institute, the newest service.

See Also: 4000 Teachers, Leaders, Change Agents

- 742 REALISATION D'UN CENTRE DE FONDERIE DUNS L'ETAT DE MINAS GERAIS, BRESIL. RESULTATS DU PROJET ET RECOMMANDATIONS EN DECOULANT. International Labour Organization, Geneva (Switzerland); United Nations, Geneva (Switzerland). Program for Development. 1974. 35 p. (ED 105 076), EDRS price, MF \$.76, HC \$1.95.

The document reports the findings and suggestions produced by a study of the needs for on-the-job training of foundry workers and for management development in foundries in Brazil. The researchers propose the creation of working foundries to serve as vocational training centers and laboratories, where experienced workers could upgrade their skills, young students working with them could learn job skills in their first foundry experience, and research could be carried out. Three stages for the development of the proposed centers are outlined, extending to 1981 and beyond. Attention is paid to the physical lay-out of such centers (the arrangement of foundry, laboratories, and classrooms), and to the educational organization of the centers, which would serve the many small foundry industries in Brazil with the ultimate goal of increasing the nation's output of foundry products at an increasing rate, in order to compete successfully with other developed nations on the world market. The entire document is written in French.

See Also: 3015 On-the-job
6500 OCCUPATIONAL TRAINING -INDUSTRIAL TRAINING

- 743 SOCIOECONOMIC STATUS OF FARMERS AND ECONOMIC DEVELOPMENT IN TWO COMMUNITIES OF SOUTHERN BRAZIL. Sturm, Alzemi E.; Riedl, Mario. Paper presented at the Annual Meeting of the Rural Sociological Society (Baton Rouge, Louisiana, August, 1972). 34 p. (ED 072 324), EDRS price, MF \$.76, HC \$1.95.

This paper is concerned with the problem of social inequalities and economic development in rural communities. Two ethnically different communities were chosen in the most southern state of Brazil: Garibaldi, of descendants from

Italian immigrants, and Candelaria, of descendants from German immigrants. The data were gathered through application of a questionnaire to stratified random samples, representing 4.2% of the farm owners in Candelaria and 7% in Garibaldi. The central assumption of the study was that the larger farm owners occupy the highest socioeconomic positions in the agrarian society and, therefore, have the best opportunities for economic development as indicated by correlates such as income (economic variable), education and mass media (social variables) and alienation (psychological variable). The study findings show that the economic and social development of rural communities, irrespective of ethnic origins, appears to depend on structural variables, such as the land tenure system. In terms of strategies for development, it is suggested that the inequalities that seem to exist in land ownership be corrected. Tables provide the study data, and a bibliography is included.

See Also: 2230 Rural Communities

- 744 SYSTEMATIC EVALUATION OF VOCATIONAL TRAINING PROGRAMS IN LATIN AMERICA. Drouet, P. In International Labour Review, Vol. 107, No. 4. April 1973. pp. 339-357.

A properly designed evaluation technique should make it possible to identify the weak points and anomalies of program operation and to understand their causes as well. The ILO has recently been carrying out research with a view to the evaluation of its own technical cooperation projects and the elaboration of an evaluation procedure that could be used by vocational training bodies. The initial results of these research activities were discussed at a meeting attended by representatives of 12 Latin American vocational training institutions, which decided that the evaluation method that had been worked out would be applied experimentally for a period of one year, after which the participants would meet again to refine the method as necessary. In this article the author, who has played an active part in the research work involved, analyzes the results of the experiment as regards both the intrinsic value of the method adopted and the practical consequences its application has had for the programs of the various institutions.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING

9500 Europe

- 745 ADULT EDUCATION AND TRAINING IN THE NETHERLANDS: AN ESTIMATE OF THE VOLUME AND COSTS OF ALL FORMS OF ADULT EDUCATION. Lington, Hans. Amsterdam University, Kohnstamm. Institute for Educational Research. May 1974. 36 p. (ED 098 298), EDK\$ price, MF \$.76, HC \$1.95.

The report is an attempt to provide a comprehensive survey of organized education/training for adults in the Netherlands. Since the Dutch Government needs to develop more complete information on adult education, figures represented in the report are rough estimates. Vocational education/training is

the most important part of adult education in the Netherlands; tables indicate estimated numbers of men and women engaged in: part-time education, apprenticeships, unemployment retraining, employer-funded vocational courses, correspondence education, teacher-training, and Government employee training. Tables, likewise, provide estimates of numbers of people participating in non-vocational education--general education, television courses, and "liberal" adult education. It is estimated that about 12 percent of the total population aged 15 and over is participating in adult education with the majority being in the 15-30 years age group. About a quarter to a third of enrollees in part-time vocational and non-vocational education are women; female participation in the young workers' educational institutes is about 60 percent. Estimates of expenditures for each type of education or training are summarized. Approximately 1 percent of the total 1974 government expenditures is for adult education while 23 percent is allotted for formal full-time education.

- 746 ADULT EDUCATION IN IRELAND: A REPORT OF A COMMITTEE APPOINTED BY THE MINISTER FOR EDUCATION. Minister for Education, Dublin (Ireland). Committee on Adult Education. Available from Government Publications Sales Office, G.P.O., Arcade, Dublin 1, Ireland (30 p), Nov 21, 1973. 332 p. (ED 099 532), EDRS price, MF \$.76, HC \$17.13.

The committee reports on adult education needs in Ireland and proposes a structure to service them. An initial examination of existing adult education services, published in an interim report with a directory of agencies, stimulated further submissions of information from Ireland and abroad. Basic conclusions on the type of permanent structure needed were derived from assessment of the adult education provision of many statutory and voluntary bodies, the difficulties being experienced by them in the matter of resources, and the ever-increasing demands being made on them for an extension of their services. Although broad in scope, the report is thorough and detailed, and reflects the committee's determination to approach the problem scientifically and to carefully define basic concepts. Philosophical and sociological background is provided; resources are surveyed; and fundamental training and special needs are identified. Proposing a structure for adult education, the committee emphasizes the concept of permanent education (continuous learning), the fragmented nature of Irish education, and the need for a definite system, framework and organization within which adult education can function and develop. Extensive and specific recommendations are made, based on the findings.

- 747 ADULT EDUCATION LEGISLATION IN TEN COUNTRIES OF EUROPE. European Bureau of Adult Education, Bergen (Netherlands). 1974. 74 p. (ED 110 658), EDRS price, MF \$.76, HC \$3.32.

The booklet reports on the results of a meeting of 10 nations held, under the auspices of the European Bureau of Adult Education, to make determinations about the present and future states of legislation which affects adult education. The 10 nations represented were: Austria, Belgium, Denmark, France, West Germany, the Netherlands, Norway, Sweden, Switzerland, and the United Kingdom. There is a brief survey of present conditions in each of the nations. The conference's recommendations concerning future legislation are outlined within the following framework: objectives and tasks of adult

education; organization and structure; financial support; educational leave; staff, status, and working conditions; and training for teachers and organizers of adult education. The major portion of the booklet is a comparative survey of current (through July 1974) legislation in each of these areas for each of the countries. Most of the material is presented in either outline or tabular form. A separate section tabulates new laws on adult education in the Federal Republic of Germany. A final section lists adult education laws and regulations for each of the countries.

See Also: 0150 LEGISLATION

- 748 POSTGRADUATE EDUCATION FOR MEDICAL PERSONNEL IN THE USSR. World Health Organization, Geneva (Switzerland). Available from American Public Health Association, Inc., 1740 Broadway, New York, NY 10019 (\$1.25). 1970. 53 p. (ED 066 101), EDRS price, MF \$.76, HC \$3.32.

In recent years it has become apparent that the system of continuing medical education developed in the USSR has reached a high level of achievement. At the invitation of the Ministry of Health of the USSR, an international study tour was organized by the World Health Organization to study the Soviet system. This report presents the findings of that tour group. The first section deals with the administration and staffing of health services in the USSR, including the organization of the public health services. The second section addresses itself to medical education, including undergraduate education, specialist postgraduate education and advanced postgraduate education. Section 3 describes the 2 Institutes for Advanced Medical Studies in the USSR, and the fourth section explores the various types of course offerings within the institutions. The fifth and final section is involved with the advanced training of special groups, such as medical teaching staff, public health administrators and paramedical personnel.

See Also: 5850 Medicine and Health.

- 749 SYSTEMS DEVELOPMENT IN ADULT LANGUAGE LEARNING: A EUROPEAN UNIT/CREDIT SYSTEM FOR MODERN LANGUAGE LEARNING BY ADULTS. Council for Cultural Cooperation, Strasbourg (France). Available from Manhattan Publishing Company, 225 Lafayette Street, New York, NY 10012 (\$6.00). 1973. 140 p. (ED 092 770), EDRS price, MF \$.76.

The study prepares the ground for the introduction of a language learning system for adults. Part 1 presents a draft outline of such a system, in which the language material to be learned is organized into units and credits awarded on the completion of each unit. The content is defined with reference to the nature of the learners and their linguistic needs, and organized in a situational, rather than a conventional grammatical, syllabus, so that each learner will be free to follow units relevant to his purposes. Part 2 offers a model for the definition of the language needs of adults and an analytical classification of the categories of adults needing to learn foreign languages. Part 3 contains an analysis of the problems in defining operationally a basic competence level and a proposal for such a definition, presenting in detail behavioral specifications and content specifications. Part 4 exemplifies the situational and linguistic content of the common grammatical core identified by the authors.

- 750 ZATRUDNIENIE TECHNIKOW NA STANOWISKACH ROBOTNICZYCH JAKO JEDEN Z PERSPEKTYWICZNYCH KIERUNKOW POLITYKI ZATRUDNIENIA. (THE EMPLOYMENT OF TECHNICIANS AT SKILLED WORKER LEVEL -- A PROMISING POLICY DEVELOPMENT). Padowicz, W. In Praca i Zabezpieczenie Społeczne; Vol. 14, No. 4. April 1972. pp. 9-21.

It is planned that during the current five-year plan (1971-1975) in Poland, 400,000 technicians will be trained by technical colleges either on a full-time or part-time basis and that 20% of this number will be employed as skilled workers. The economic importance of the latter is increasing in proportion to the pace of industrial modernization. Research covering the work carried out by technicians in 70 large companies in heavy industry, in the chemical industry and in mechanical engineering established the following facts: assignment of technicians to skilled work posts constitutes some sort of guarantee towards improved operational efficiency and often prevents costly damage to equipment; the proportion of technicians employed in skilled work posts is highest in sectors where production is expanding and where new techniques are being introduced; the best work performance in skilled work posts comes from technicians trained in technical colleges providing instruction on a part-time basis for adult workers. The recent introduction of technical colleges for outstanding workers may intensify the trend towards employing technicians at skilled worker level.

See Also: 6510 Skills

9520 Great Britain - Scotland

- 751 OUTCOMES ASSOCIATED WITH DIRECT AND VICARIOUS EXPERIENCE IN TRAINING GROUPS: 1. PERSONALITY CHANGES. McLeish, J.; Park, J. In British Journal of Social and Clinical Psychology, Vol. 11, Pt. 4. December 1972. pp. 333-341.

Ninety-eight subjects were randomly assigned to one of six group treatments: a self-analytic group; a direct communications group; a Bales training group observing a self-analytic group; a clinical (non-trained) group observing a direct self-analytic group; a Bales training group observing a direct communications group; a clinical (non-trained) group observing a direct communications group. Each treatment was replicated. Fifteen hours of laboratory training were associated with course readings and various assignments. All the subjects were pretested with a number of tests covering the areas which might possibly be affected by the treatments: personality attitudes, understanding of group process, empathic response, etc. They were retested immediately the training ended. This paper reports the fact that the null hypothesis was not falsified with regard to personality: the changes observed were quite small and none of the treatments altered any of the 16 personality factors (Cattell) to any significant degree.

See Also: 2920 Human Relations, Laboratory Training

- 752 RESEARCH IN ADULT EDUCATION IN THE BRITISH ISLES: ABSTRACTS AND SUMMARIES, PRINCIPALLY OF MASTER AND DOCTORAL THESIS PRESENTED SINCE 1945. Charnley, Alan H. Available from National Institute of Adult Education, 35 Queen Anne Street, London W1M 0BL, England (\$15.00). 1974. 361 p.

The 191 graduate theses and research papers (dated 1945-1974) which are summarized in this volume provide a descriptive account of the adult education movement in the British Isles as well as reflect the nature of research that has been conducted by many types of institutions. All of the research included is available on inter-library loan. Theses and papers are grouped into eight main sections with topical subheadings. Each summary/abstract includes title, author's aim, method, discussion, findings, and coding (additional classification). Listed below are the main sections, subheadings, and the number of theses or papers: Section 1, Historical and Descriptive Surveys (12); Section 2, Particular Movements and Organizations: Mechanics' Institutes, political and religious reform societies, cooperative education, university extra-mural teaching and the Workers' Educational Association, local adult education, residential education, technical training, HM Forces/Merchant Navy, education for women, retirement, library service, and mass media (57); Section 3, Participation in Adult Education: composition of students, attitudes/motives/behavioral patterns, literacy, attendance (44); Section 4, Theory of Education (15); Section 5, Curricula and Courses (5); Section 6, Education Methodology (34); Section 7, Guidance and Counseling (6); Section 8, Organization and Administration (9); Section 9, Staffing (9).

See Also: 0950 ADULT EDUCATION RESEARCH

- 753 A SELECT BIBLIOGRAPHY OF ADULT EDUCATION IN GREAT BRITAIN: INCLUDING WORKS PUBLISHED TO THE END OF THE YEAR 1972. Kelley, Thomas, Ed. Available from National Institute of Adult Education, 35 Queen Anne Street, London W1M 0BL, England (\$12.00). 1974. 220 p.

The emphasis in the selectively annotated bibliography is primarily on non-vocational adult education. The 1,756 entries are grouped into four large categories, with sub-divisions: general (bibliographies, yearbooks and directories, encyclopedias, and periodicals); social and educational background (general works, history of education, and mass media); history and organization of adult education (general historical and descriptive surveys, particular movements and organizations, special aspects, and administration); and theory and method (general social and educational theory, theory of adult education, methods of teaching and study, and particular academic subject areas). Each of these is then divided into a number of subtopics. Most of the items are annotated. There are some cross-references, and many references to works not included in the bibliography. Entries have been restricted to works published before the end of 1972, but exceptions have been made for a few major works published since that date. Author and subject indexes are included.

See Also: 0015 Introductions, Texts, Handbooks

- 754 SOCIAL CONTACT AND ADULT EDUCATION: 1. THE CONJUGATION OF DISCOVERY -- A CITY OF LEICESTER STUDY OF URBAN PROBLEMS AND POSSIBILITIES. Bryan, Alan. In Adult Education (London), Vol. 45, No. 1. May 1972. pp. 11-20.

Some advance findings of a survey of evening students in the Leicester (England) adult education centers.

- 755 SOCIAL CONTACT AND ADULT EDUCATION: 2. EDUCATIONAL AND SOCIAL GROWTH IN CONTRASTING NEIGHBORHOODS -- A STUDY IN SKIPTON. Mothersall, G. In Adult Education (London), Vol. 45, No. 1. May 1972. pp. 15-20.

From this survey conducted in Skipton, England, it appears that personal influence is more likely to assist recruitment in adult education classes among residents on private estates than on council estates.

See Also: 1300 ADULT EDUCATION PARTICIPATION

- 756 WHICHEVER WAY YOU LOOK AT IT. Childs, Alan. In Adult Education (London), Vol. 45, No. 2. July 1972. pp. 78-86.

Article is an abridged account of an investigation into changes in social patterns of enrollment of non-vocational students at the School of Arts and Crafts in Bury, over a 5-year period beginning in September 1967. "Area of residence" and "rateable value" are used as the independent variables.

See Also: 1300 ADULT EDUCATION PARTICIPATION

9530 Scandinavia

- 757 THE ACQUISITION OF FOREIGN LANGUAGE GRAMMAR BY ADULTS: A SUMMARY REPORT ON THREE FIELD EXPERIMENTS. Oskarsson, Mats. Paper presented at the International Congress of Applied Linguistics (3rd, Copenhagen, Denmark, August 1972). 15 p. (ED 070 353), EDRS price, MF \$.76, HC \$1.58.

The experiments outlined in this paper assess the relative effectiveness of two approaches to teaching foreign language grammar to adults. One approach, called the "implicit method," is based on the audiolingual habit theory of language learning. Grammar is taught inductively through the reading of dialogues and practice with carefully structured pattern drills. The other approach, called the "explicit method," is based on the cognitive code-learning theory of language acquisition. Students are given explicit explanations of the grammatical problem before they are given the opportunity to practice the language. The general conclusion drawn from the experiments is that adult students acquire foreign language grammar better by using a cognitive method than by using a method based exclusively on habit-forming principles. Procedures and experimental results are described in this report.

See Also: 5290 English 2nd Language

- 758 CONCEPTIONS OF ADULT EDUCATION AND PARTICIPATION. Lehtonen, Heikki; Tuomisto, Jukka. In Adult Education in Finland, Vol. 12, No. 1-2. 1975. pp. 42-57.

The article is concerned with certain groups of conceptions held with regard to adult education: (1) reasons for participation, (2) obstacles to participation, and (3) the necessity of studies. Data are based on the results of the 1972-1973 Adult Education in Finland Survey.

See Also: 1300 ADULT EDUCATION PARTICIPATION
1510 Assessing Education Needs

- 759 ORGANIZATIONAL-THEORETICAL APPROACH TO THE RESEARCH OF VOLUNTARY STUDY ORGANIZATIONS. Lehtonen, Heikki; Tuomisto, Jukka. In Adult Education in Finland, Vol. 11, No. 1. 1974. pp. 3-12.

The article deals with the usability of the organizational-theoretical approach in the research of voluntary study organizations and with the difficulties this approach entails.

See Also: 0950 ADULT EDUCATION RESEARCH

- 760 TEACHING FOREIGN LANGUAGE GRAMMAR TO ADULTS: A COMPARATIVE STUDY. Von Elek, Tibor; Oskarsson, Mats. Gothenburg School of Education (Sweden). Department of Educational Research; Gothenburg University (Sweden). Department of English. May 1972. 337 p. (ED 070 350), EDRS price, MF \$.76, HC \$17.13.

This study presents the procedures and results of an experiment conducted in Sweden to assess the relative effectiveness of two methods of teaching the grammatical structures of English as a foreign language to adults. The main objective of the study is to find indications as to which of the two theories (the audiolingual habit theory or the cognitive code-learning theory) provides a better basis for teaching foreign language grammar to adults. Chapters examine experimental objectives, existing research, teaching methods, comparative studies, experimental design, evaluation instruments, and project results. Appendixes contain sample instructional materials, charts illustrating distribution of lesson time, evaluation instruments, and information about the Swedish school system. Lists of tables and figures are provided.

See Also: 5290 English 2nd Language

9570 Yugoslavia

- 761 A REVIEW OF RESEARCH ON FUNCTIONAL LITERACY IN YUGOSLAVIA. Savicevic, Dusan M. In Literacy Discussion, Vol. 4, No. 3. September 1973. pp. 323-358.

"Functional literacy is defined as that educational level comparable to the eight years of schooling required of children in the Yugoslavian elementary system." Census results show that 19.7% of the population of age ten or

over is illiterate. This paper considers research findings on the conceptualization and organization of elementary adult education (EAE), its participants, and EAE teaching problems.

See Also: 0950 ADULT EDUCATION RESEARCH
5280 Literacy Training -- Foreign

9700 Africa

- 762 ADULT EDUCATION AND THE HUMAN ENVIRONMENT: TRANSACTIONS OF A CELEBRATION. Jones-Quartey, K.A.B., Ed. Ghana University, Legon. Institute of Adult Education. Available from Institute of Adult Education, University of Ghana, Legon, Accra, Ghana, West Africa (\$3.00). 1974. 168 p.

The document comprises a collection of speeches and seminar reports arising from the 25th anniversary celebration of the Institute of Adult Education at the University of Ghana. The theme of the celebration, introduced in the first chapter, was Adult Education and Man's Environment--the Next Quarter-Century. The second chapter comprises the following speeches: A Quarter of a Century: Past and Future, A. A. Kwapong; The Nation and the Institute, I. K. Acheampong; The Role and Objectives of the Environmental Protection Council of Ghana, E. A. Boateng; The Human Environment, Letitia Obeng; and The Relevance of Adult Education, R. K. A. Gardiner. The third chapter contains reports from seminars on: utilization of wildlife, forestry and agriculture, water resources, urbanization, industrial development, rural development, tradition and modernization, and the population explosion. A paper is included reporting a study which grew out of a symposium: Adult Education and Man's Environment: The Uganda Case, by D. N. Okunga. The final contribution is The Ghana Institute of Adult Education: 1948-1973, by K. A. B. Jones-Quartey.

- 763 ADULT EDUCATION DIRECTORY: 1973. A GUIDE TO AGENCIES, COURSES, AND FACILITIES IN TANZANIA. Dar es Salaam University (Tanzania). Institute of Adult Education. 1973. 43 p. (ED 099 517), EDRS price, MF \$.76, HC \$1.95.

The adult education directory was prepared for three purposes: as a guide for counselors and adult students who wish to know what courses are available in Tanzania to meet their special interests and needs; to inform adult educators of the present provisions and fields of study covered by existing organizations; and to offer information on the teaching facilities and accommodations available at centers throughout the country for holding courses and seminars. Courses not open to the general public and organizations offering only occasional and informal adult educational activities were excluded from the directory. The directory lists the addresses and aims of 90 educational institutions, gives details of the classes offered (type of course, subject, duration, and fees), student eligibility requirements, facilities available (libraries, classrooms, meeting rooms, etc.), other activities of the institution, and in some cases information about examinations and certificates.

See Also: 0010 General Bibliographies

- 764 ADULT TRAINEES: SOME BACKGROUND FACTORS AND PERFORMANCE. Albinson, Folke. University of Dar es Salaam (Tanzania). Institute of Adult Education. In Studies in Adult Education, No. 4. July 1972. 66 p.

This study, done in Tanzania, tests some of the prevailing assumptions about adult learning. The data were compiled from the records of 75 students who had completed the Diploma course in Adult Education at the University of Dar es Salaam. The following conclusions were made: Age in itself (up to 50 years of age) does not have a detrimental effect on learning ability; mental ability must be kept in training continuously to maintain its capacity and develop its potentialities; the length of the previous training period is most efficient as a predictor of overall performance; and the impact of the length of the time interval between previous and later training is adverse - it is negative and strongest at the initial stage of the later training period. The three appendices are statistical formulas, plan and syllabus (from the diploma course in Adult Education 1971-72) and statistical tables.

See Also: 1100 ADULT LEARNING CHARACTERISTICS

- 765 DIRECTORY OF ADULT EDUCATION CENTRES IN AFRICA. Regional Office for Education in Africa, Dakar (Senegal). 1974. 85 p. (ED 103 719), EDRS price, MF \$.76, HC \$.43.

The Bureau Regional pour L'Education en Afrique (BRED) survey, published partly in French, assembled data on the activities of adult education institutions in Africa in order to identify and develop future regional documentation centers. This draft copy of the survey is the first step towards improving international collaboration among documentation centers serving adult education. The survey was formulated through personal staff visits, questionnaires, and studies of the documentation available in Regional Offices of Education. The centers in Cameroon (6 centers), the Congo/Zaire (3 centers), the Ivory Coast (5 centers), Dahomey (1 center), Ethiopia (1 center), Ghana (3 centers), Kenya (3 centers), Madagascar/Malawi (5 centers), Nigeria (22 centers), Sudan (3 centers), Tanzania (8 centers), Uganda (3 centers), and Zambia (6 centers), are covered in the areas of activities, financial resources and publications. The activities section describes the nature of the centers as either those with strong documentation programs or as agencies concerned with general or special aspects of adult education. The scope of the adult education programs cover literacy, vocational training, social work, health, agriculture, cooperatives, regional planning and economic development, village studies, language study, and general and continuing education.

See Also: 0010 General Bibliographies

- 766 EXTENSION IN A RHODESIAN PURCHASE LAND AREA., Bembridge, T. J. Masters Thesis, University of Reading, England. 1972. 10 p. (ED 076 890), EDRS price, MF \$.76, HC \$1.58.

A study is presented which assesses agricultural production in a purchase land area over a seven-year period and tries to identify certain socio-psychological and other variables which might be acting as constraints on farming behavior in terms of change. A survey was conducted of the whole population of 198 resident farm families; it included six questionnaires. Subjects covered included agricultural production and farm information, mass

media contact, personal and family characteristics, social participation, extension contact, media exposure, farm practice adoption and farmers' opinions on farming and extension. The investigation confirmed that exposure to all sources of information correlated with farmer efficiency. Data analysis indicates that sound technology and well-organized extension and educational efforts coupled with financial assistance will increase farmer response to extension.

See Also: 1160 Psychological, Personality Factors
3100 Mass Media

- 767 FUNCTIONAL LITERACY EXPERIMENTAL PILOT PROJECT IN ZAMBIA: REASONS FOR DROP-OUT. Ahmed, Mushtaq. In Indian Journal of Adult Education, Vol. 33, No. 8. August 1972. pp. 3-5, 19.

Dropouts were interviewed and the results are tabulated.

See Also: 5280 Literacy Training -- Foreign

- 768 PROGRAMMED LEARNING AMONG ADULTS IN TANZANIA--AN EXPERIMENTAL RESEARCH. Magange, C. K. In Convergence, Vol. 7, No. 2. 1974. pp. 17-25.

The study has hinted that programmed learning among adults in Tanzania fares as well as face-to-face teaching among equivalent students, and that a combination of methods tends to produce better results than face-to-face instruction alone; further research, however, remains to be done with enlarged samples.

See Also: 2780 Programmed Instruction

- 769 TECHNICAL AND VOCATIONAL TRAINING IN KENYA AND THE HARAMBEE INSTITUTE OF TECHNOLOGY. Godfrey, E. M. Institute for Development Studies, Nairobi University (Kenya), Discussion Paper 169. June 1973. 62 p. (ED 105 226), EDRS price, MF \$.76, HC \$3.32.

The paper is one of a series dealing with different aspects of the fund-raising campaign, which began in mid-1971, for the establishment throughout Kenya of a large number of institutes of technology on a self-help basis. By March 1973, 17 such institutes had been proposed. In the absence of coordination each institute's planning committee is trying to draw up its own plan for curriculum, syllabus, enrollment, etc. It is an aim of this paper to bring together information which will be useful to this task and, it is hoped, to contribute to the public debate about the role that these institutes might play in Kenya's technical and vocational training system. We concentrate, therefore, on such fairly narrow, economic questions as sources of staff and students, employment prospects and cost and financing. We start with an analysis of the existing system of training and of plans for its expansion, based partly on a survey carried out by the Ministry of Finance and Economic Planning in 1971 and on our follow-up to that survey in 1972. The plans of the proposed harambee institutes are then reviewed and, in conclusion, some observations about their prospects are made.

See Also: 6500 OCCUPATIONAL EDUCATION - INDUSTRIAL TRAINING

- 770 ADULT EDUCATION IN HOMEMAKING. A RESEARCH STUDY. Chandra, Arvind. In Indian Journal of Adult Education, Vol. 34, No. 1. January 1973. pp. 11, 16.

Adult homemakers, representing seven urban communities of Baroda, served as samples in this study.

See Also: 7000 HOME, MANAGEMENT, CONSUMER EDUCATION

- 771 ATTENDANCE REGULARITY OF ADULT LEARNERS: AN EXAMINATION OF CONTENT AND STRUCTURAL FACTORS. Lam, Yee-Lay Jack; Wong, Andrew. In Adult Education, Vol. 24, No. 2. Winter 1974. pp. 130-142.

A study of adult learners enrolled in the Chinese University of Hong Kong extramural courses determined that degree of course understanding, need-fulfillment, approachability of the instructor, and amount of informal and formal interaction were all positively and significantly related to attendance rate.

See Also: 1300 ADULT EDUCATION PARTICIPATION

- 772 APPLYING NEW KNOWLEDGE IN THE BACK-HOME SETTING: A STUDY OF INDIAN MANAGERS' ADOPTIVE EFFORTS. Baumgartel, Howard; Jeanpierre, Francoise. In Journal of Applied Behavioral Science, Vol. 8, No. 6. November/December 1972. pp. 674-694.

A vigorous management training and development movement exists in India, encouraged by the government and industry. A broad study is undertaken to assess the impact of management education in India and learn about successful strategies. Data were obtained by a survey of 240 participants in 17 management development courses offered by 3 training centers. It was concluded that acceleration of the rate of adoption of advanced technology requires major organizational development programs in addition to conventional management training. Client companies must develop climates favorable to innovation and change for society to obtain the maximum payoff for its investment in the management training movement. Training institutions also need to concentrate their efforts on the training of managers who are in positions of sufficient freedom and responsibility to implement the results of the programs.

See Also: 6200 MANAGEMENT, SUPERVISION

- 773 EDUCATION ABSTRACTS. BURMA: VOLUME 8, NUMBER 2, FOR MAY-SEPTEMBER, 1969. Rangoon, U Ba. National Science Foundation, Washington, DC. Office of Science Information Services. Sep 1969. 56 p. (TT-69-51051/2), NTIS price, MF \$.95, HC \$3.00.

Abstracts and bibliographic information for 100 items are presented in this edition. All but a few of the abstracted publications were published between May and September, 1969. Items include brief and extensive newspaper articles, journal articles, and government reports arranged under these headings: General, Primary Education, Secondary Education, Higher Education, Editorials, Professional and Technical Education, and Miscellaneous. Other editions in ERIC are: ED 034 462, ED 025 987, and ED 044 686.

See Also: 0010 General Bibliographies

- 774 EFFECTIVENESS OF SCIENCE TASKS AND PLANS FOR SIBERIAN SCHOLARS. Marchuk, G. I. Translation of Ekonomika i Organizatsiya Promyshlennogo Proisvodstva (USSR), No. 4. 1971. pp. 3-19. (JPRS-55489), NTIS price, MF \$.95, HC \$3.00.

Science and technology research plans formulated for the Siberian Department of the U.S.S.R. Academy of Science are analyzed in this article to illustrate the tasks of scholars, workers, and engineering and technical personnel in the fulfillment of the 24th Party Congress resolutions the hypothesis of developing Siberia and the Far East up to the year 2,000 is discussed in connection with the following aspects: long-term growth of production forces, mastery of petroleum resources, mathematical study of economic management, formation of territorial production complexes, adaption to the new five-year plan, balance of labor resources, wide use of automatic control systems, applications of the computer technology, methods of laser location in the atmosphere, construction of a solar radiotelescope, scientific and technical instrument building, optimization and control of large power systems, creation of a scientific information center, improvement of agricultural techniques, and history of the Siberia peoples. Fundamental research programs are concerned with the most important areas in mathematics, physics, biology, chemistry, geology, and metallurgy. Overall emphases are placed on the country's further economic growth, taking into account problems of introducing scientific achievements into practical use and training of qualified personnel on all levels.

See Also: 5775 Mathematics, Physical Sciences

- 775 EVALUATION. In Indian Journal of Adult Education, Vol. 35, No. 10. October 1974. pp. 62-65.

The article discusses the evaluation and findings of studies on various literacy projects in India.

See Also: 4300 EVALUATION
5280 Literacy Training -- Foreign

- 776 FIELD EXPERIMENTS OF FAMILY PLANNING INCENTIVES. Rogers, Everett M. Michigan State University, East Lansing, MI. Department of Communication. May 1972. 179 p. (ED 074 317), EDRS price, MF \$.76, HC \$9.51.

A review of four quasi-experiments on family planning incentives in three Asian nations is presented, and a multi-national comparative field experiment on family planning incentives is proposed. Experiments include:

(1) The Ernakulam vasectomy campaigns, (2) Indian Tea Estates retirement bond incentive program, (3) Taiwan educational bond experiment, and (4) Retirement bond incentive in Malaysia. Each of the four programs rates highly as a field test and as a demonstration of alternative incentive policies. The multi-national experiment recommended would have as its characteristics: (1) the clinic-shed as the experimental unit, (2) a population of five to seven thousand in each clinic-shed, and (3) assignation in each nation of the study five clinic-sheds to control. A discussion of family planning, with implications for incentive experiments in Indonesia, Iran, Korea, the Philippines, and Thailand, is included.

See Also: 7020 FAMILY, PARENT EDUCATION

- 777 GROWTH CENTRES AS A STRATEGY FOR RURAL DEVELOPMENT: INDIA EXPERIENCE. Shah, S. M. Available from Department of Community Development, Ministry of Agriculture, Government of India, New Delhi. 1972. 27 p.

This report of a Pilot Research Project for Growth Centres (in India) is a research-cum-action experiment designed to develop, test, and apply methodology for optimum provision of economic and social activities of all the people in a given spatial area (20 areas are investigated). The study focuses on the identification of a hierarchy of viable rural growth centres and their related communities so their present and predictable future needs can be provided. Socioeconomic data have been collected on the human and material resources of each ecological area and this information is presented in tabulated form.

See Also: 2230 Rural Communities

- 778 IMPACT OF FUNCTIONAL LITERACY PROGRAMME ON THE LEARNERS IN KERALA. Pillai, K. S. In Indian Journal of Adult Education, Vol. 33, No. 10. October 1972. pp. 7-8, 18.

See Also: 5280 Literacy Training -- Foreign

- 779 A LANGUAGE FOR A PURPOSE. Woods, E. G. In Industrial and Commercial Training, Vol. 5, No. 3. March 1973. pp. 148-149.

This article is a case study of a small project for teaching English to Indonesians who were being required to understand lectures on accountancy given in English. The way the course was built up is summarized below: (1) The accountants gave the teachers a topic and explained the vocabulary. (2) A situation was devised and a dialogue written for each level of student (level being determined by command of English) to teach vocabulary and any structural points. (3) The dialogue was returned to accountants who checked that the vocabulary has been used correctly. (4) The dialogue was given to the Indonesian counterpart who checked that the situation would be acceptable and comprehensible to the students. (5) The prose passages were written. The article looks at these summarized stages in more detail and discusses the results of the training session.

See Also: 5290 English 2nd Language

- 780 A LOOK INTO NATIONAL DEMONSTRATION PROGRAMME. Mishra, A. P. In Indian Journal of Adult Education, Vol. 33, No. 2. February 1972. pp. 13-16.

A study in India showed that farmers considered neighbors and other farmers as the most important source of agricultural information and demonstrations as the most important among all impersonal sources of information.

- 781 MANAGEMENT EDUCATION AND TRAINING IN TAIWAN. Cheng, T. T. S. In The Training Officer, Vol. 9, No. 5. May 1973. pp. 136-139.

This article is a case study of the development of management training in Taiwan. The article describes how a Management Development Committee was set up to research into the problems of education and training in Taiwan. The article goes on to discuss some of the ways that the problems were dealt with, for example: (1) setting up of courses in colleges and universities specifically on management training; (2) sending personnel abroad to train; (3) the government sending employees for in-service training. The author concludes that management training can only be done on a large scale if it is regarded as "a common responsibility of the whole society and even of the whole country". It was this kind of responsibility that produced the extensive training scheme in Taiwan.

See Also: 6200 MANAGEMENT, SUPERVISION

- 782 POLITICAL ILLITERACY IN SOME VILLAGES IN INDORE. Jacob, Florence. In Indian Journal of Adult Education, Vol. 33, No. 7. July 1972. pp. 4-5.

Results of post-election questionnaires and personal interviews with illiterate voters; data are tabulated.

See Also: 5280 Literacy Training -- Foreign

- 783 RELATIONSHIP BETWEEN EDUCATION AND DEVELOPMENT IN SOME VILLAGES IN REJASTHAN. Crew, B. H. In Indian Journal of Adult Education, Vol. 32, No. 1. October 1971. p. 10.

Article describes the results of a study which shows little evidence that formal education stimulates agricultural or industrial development.

See Also: 5550 Community Development Programs -- Foreign

- 784 REPORT ON SOCIAL EDUCATION IN RAPIDLY CHANGING SOCIETY. Ministry of Education, Tokyo (Japan). Submitted by the Social Education Council, April 30, 1971. 1972. 86 p. (ED 069 955), EDRS price, MF \$.76, HC \$4.43.

Social education in Japan is discussed as to: (1) the problems in social education for each life stage as a result of social change; (2) the present situation and direction future efforts should take with respect to the

content, methods, organizations, facilities, and leaders of social education; and (3) the role and major problems of social education administration. As a result of the study, it was found that social education is confronted with various new problems due to such social changes as progress in industrialization, the increase in middle- and old-aged population, the concentration of the population in urban areas, the growing tendency toward the nuclearization of the family, the increase in the educational standard, etc. Roles and problems that social education should deal with in the future are said to be the following: (1) broadening the concept of social education; (2) systematization of social education from the viewpoint of life-long education; (3) improvement of educational content and methods for meeting the variety of demands; (4) promotion of organized activities and voluntary activities; and (5) increased emphasis on social education administration. Annex I, statistical data, provides, in tables, data concerning social changes; content of learning, learning activities, etc.; social education facilities; personnel (including professional staff) in social education; and social education expenditures. Annex II lists social education facilities and personnel.

See Also: 5550 Community Development Programs -- Foreign

- 785 THE STRENGTH IN WEAK TIES. Liu, William T.; Duff, Robert W. Reprint from the Public Opinion Quarterly, Vol. 36. Fall 1972. Available from Columbia University Press, New York, NY. 6 p.

Although communication may take place more easily among people who share similar attributes and have similar attitudes and beliefs ("homophilous"), such communication may be in large measure redundant; no new information enters the system. For the diffusion of new information, the existence of some "heterophilous" relationships seem to be a structural prerequisite. This article discusses a study conducted in 1969 in urban neighborhoods in Cebu City, in the Philippines, using 360 women to discover how they receive information on family planning. The findings suggest that homophilous communication has structural limitations to diffusion, so that information tends to re-circulate among those who already possess the same information. Heterophilous communication, seemingly facilitated by the weak ties of neighborliness between some members of different socioeconomic classes, allows new ideas to enter the network of homophilous relationships, where such ideas and information were previously unavailable.

See Also: 7020 FAMILY, PARENT EDUCATION

- 786 A STUDY OF THE RELATIVE IMPORTANCE OF COMMUNICATION AND ECONOMIC VARIABLES IN DIFFUSION: DWARF WHEATS ON UNIRRIGATED SMALL HOLDINGS IN PAKISTAN. Rochin, Refugio I. Paper presented at the Third World Congress of Rural Sociology (Baton Rouge, Louisiana, August 22-27, 1972). 32 p. (ED 072 323), EDRS price, MF \$.76, HC \$1.95.

The purpose of this paper is twofold: (1) it presents some empirical findings of the relative importance of both "economic" and "communication" variables in the diffusion of an innovation (dwarf wheats) in an unirrigated region of Pakistan which is densely populated by smallholders. The sample

of farmers reported are representative of a class of low-income farmers who were supposedly left out of the benefits of the Green Revolution; and (2) it attempts to generate a nexus of opinion between the "development economist" and the "communication specialist." The study data presented show that both "communication" and "economic" variables are necessary for two main aspects of diffusion: (1) changing farmers' cognitions of new varieties of seed, and (2) influencing innovativeness. It was also found in this study that any program designed to diffuse agricultural innovations must first concentrate on creating awareness among smallholders in general; and (3) the smallholders live in such a situation that cognitive changes in knowledge must accompany economically desirable innovations in order to have a rapid pattern of adoption. For guides in designing future programs, the following are suggested: (1) Channels of communication between research outlets and farmers should be strengthened so that smallholders are kept informed of available innovations; and (2) Since interpersonal contacts are especially needed to reach the smallest farmers, extension efforts should be enhanced.

See Also: 4000 Teachers, Leaders, Change Agents

- 787 TABOO COMMUNICATION AND SOCIAL CHANGE: FAMILY PLANNING IN ASIA, AND SOME SUGGESTED MODIFICATIONS IN THE CLASSICAL DIFFUSION MODEL. Rogers, Everett M. Michigan State University, East Lansing, MI. Department of Communication. Paper presented to the Department of Human Communication (Rutgers - The State University, May 5, 1972). 29 p. (ED 073 366), EDRS price, MF \$1.76, HC \$1.95.

Communication is examined in relation to its distinctive characteristics and its significance in inhibiting social change involving birth control in Asian and other countries. Taboo communication tends to occur between very high homophilous individuals, which poses problems for communications research. Research is inhibited when researchers are quite unlike the persons they are trying to communicate with. The high degree of homophily between individuals in taboo communication acts as a barrier to diffusion of taboo messages, which in turn perpetuates the taboo status of the topic. This homophily frustrates individuals seeking taboo information because the individuals sought are unlikely to have the information and because of the high degree of redundancy in homophilous friendship networks. Taboo communication can be facilitated by encouraging widespread communication about the taboo message and by relabeling the taboo topic with different word-symbols. Problems involved in diffusion of family planning ideas are different from those involved in diffusion of ideas in other areas. Certain implicit assumptions in the diffusion model on which most Asian family planning programs are based do not recognize these differences. Family planning programs in Asia suggest two modifications in this model: (1) use of paraprofessional change agent aides--to overcome the homophily barrier; and (2) payment of diffuser incentives to encourage communication about a taboo topic.

See Also: 7020 FAMILY, PARENT EDUCATION

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